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ABSTRACT

This curriculum guide outlines materials and ideas for a one-year exploratory course in Spanish. In attempting to reach the broadest possible range of students in the community, emphasis is placed on individualized instruction, human relationships, options, and new processes for achieving greater comprehension and continuing understanding. The guide lists ten experiences, each in the form of a question. Outlines for the experiences suggest appropriate instructional goals, activities, techniques, and materials. The basic purpose of the course is to guide the student into a knowledge of Spanish culture. Activities that demonstrate the daily customs, manners, attitudes, cultural interests, and language of the people are the essential inredients of the course. The experiences serving as basic lesson themes are: (1) Who are you? How are you?, (2) Where are you?, (3) What do you do in class?, (4) What do you like in school?, (5) What do you like to do?, (6) How do you celebrate?, (7) What is your family like?, (8) What do you like to eat?, (9) Where do you want to travel? What do you want to see?, and (10) Who's who in the Hispanic world? A bibliography is included. (RL)

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B O A R D O F E D U C A T I O N O F B A L T I M O R E C O U N T Y

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Towson, Maryland
1972

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Foreword

The Board of Education of Baltimore County has consistently recognized the fundamental role of curriculum in the development of a quality school system. What children learn and how they learn it are the primary responsibilities of the schools.

Baltimore County has had a long tradition of curriculum development by teachers and staff members. The expertise which has evolved has earned this school system national recognition for its curriculum and has provided an educational program of excellence for its children. In developing curriculum guides, we have been particularly cognizant of the careful selection of patterns of organization, content, materials, and teaching suggestions. Significant trends in education as well as special needs within Baltimore County have been incorporated into the curriculum designs. Innovations with nationwide impact have originated in Baltimore County curriculum.

Meeting Another Culture Through Language: Spanish and other guides prepared in 1972 mark a new dimension in curriculum development. They reflect an increased emphasis on individualization, human relationships, options, and new processes for depth in comprehension and continuing understanding.

Baltimore County has long offered a sequential foreign language program providing experiences in both a foreign language and a foreign civilization. In many cases, however, only selected students have been exposed to this liberalizing influence. With the development of the middle school concept, the County wishes to give foreign language experience to the broadest possible range of students who may or may not enter the Baltimore County sequential program. This guide attempts to present a plan for implementing such a course.

We anticipate that the quality of this curriculum will improve the quality of the education and ultimately the quality of life of the students for whom it has been prepared.

Joshua R. Wheeler
Superintendent of Schools

Towson, Maryland
July 1972

OVERVIEW AND GUIDING PRINCIPLES

Overview

Meeting Another Culture Through Language: Spanish outlines a workable organization for a one year experience in Spanish. The introductory section of the guide includes the objectives and some basic recommendations for teaching this course.

The outlines for the ten experiences suggest appropriate instructional goals, activities, techniques and materials. Each outline guides the teacher in his consideration of six aspects of lesson planning: setting objectives, choosing conversational frames, developing cultural insights, selecting activities, and using audiovisual aids. Supplementary materials which coordinate with some of the suggested activities complete the outline for each experience.

The conversational frames form the basis for the oral work throughout the year. The cultural insights sections point up concepts that pervade all aspects of the work. Specific games, songs, exercises, activities, and audiovisual aids should help the teacher plan a stimulating series of lessons. At the end of each experience are some instructional materials and suggestions not readily found in available sources.

The ten experiences form the framework of a course which, while complete in itself, may serve as an incentive for further study of the Spanish-speaking people and the language.

Guiding Principles

General Objectives

To provide enjoyable and aesthetically satisfying experiences which contribute to the development of a broad personality and an enriched life.

To guide the student through his first extended contact with another culture helping him through the period of "cultural shock" that is inherent in experiencing for the first time, any unfamiliar language and culture.

To create an empathy for other peoples and to foster open-minded, flexible attitudes toward change in an increasingly interdependent world.

To increase the student's self-esteem as an individual and as a valued member of a widening social group.

To make the student aware of some of the processes of communication and language learning.

To provide carefully guided experiences in basic communication skills in a new language.

To help the student communicate a limited number of ideas through a new language system.

To develop the student's desire to continue extended foreign language study.

Specific Objectives

To introduce the student to a variety of cultural experiences and understandings similar to those which would be familiar to his Spanish counterpart of a comparable age level.

To give exposure to the sights and sounds of modern Spain.

To provide a broad variety of activities which involve all five senses and which are similar to the experiences familiar to a typical Spanish child.

To develop good listening habits needed for comprehension without recourse to English.

To enable the student to take part in a variety of conversational situations involving common question-answer exchange.

To allow the student to take part in a variety of learning activities in the form of songs and games.

To create reasonably accurate pronunciation habits within a limited framework of meaningful utterances.

To provide limited reading and writing exercises to reinforce well known spoken forms.

General Considerations

Motivation is a continuing process that cannot be isolated from the activities of a lesson. To engage the interest of the student, the teacher must get to know him as a person--to learn as much as possible about his family background, his general interests, his strengths and weaknesses, and his special talents.

The basic purpose of the course is to guide the student into a knowledge of the Spanish civilization. Activities that demonstrate the daily customs, manners, attitudes, cultural interests, and language of the people, therefore, become the essential ingredients of the course.

The student needs many models of native speech to learn to pronounce Spanish correctly. He should be encouraged to acquire precise pronunciation habits, but not with such insistence on precision that his natural enthusiasm for communicating in his new language is stifled.

To express ideas within the framework of each experience, the student needs to develop an appropriate personal vocabulary. Teaching lists of isolated words will be of little use in helping him acquire this vocabulary.

The student needs extensive listening practice in order to realize the important role that the ear plays in learning a new language. Listening activities that are prepared without recourse to English are of particular importance in helping him come to this realization.

Controlled oral practice based upon real communication situations can aid the student in expressing his ideas in authentic Spanish.

For this course, reading activities will only begin to establish the new sound-letter relationships. Conversational frames with which the student is completely familiar can serve as the basis for his reading.

Limited writing activities that concentrate on accurate copying and labeling will avoid the intervention of the student's own phonetic system.

Evaluation of the student's progress is possible in terms of desirable work habits, attitudes, interest and participation in class activities. The student should be involved at regular intervals in this evaluation and should be assisted in his decision of whether or not to continue his study of Spanish.

Specific Recommendations for Implementing the Guide

Objectives

In setting up the objectives for each class session, keep in mind the overall objectives for the experience as a whole.

Set goals that reflect the student's interests and needs.

Help the student establish realistic personal goals and then assist him in achieving them.

Avoid spending too much time on any one experience, and let the class's ability level determine the number of experiences to be used.

Use Spanish as much as possible in the classroom.

Keep in mind that the year's work is meant to serve as an incentive to enter the sequential program.

Conversational Frames

Adapt the conversational frames to the interests and needs of the student.

Avoid introducing vocabulary items that are an integral part of the guides for the sequential program.

Use the conversational frames as a basis for student-to-student communication.

Cultural Insights

Emphasize aspects of daily culture.

Demonstrate and have the student use appropriate gestures in conjunction with the conversational frames.

Use materials that show the authentic Spanish way of life.

Make sure that geography does not become a substitute for culture.

Make use of all spontaneous indications of interest to elaborate upon any aspects of the culture.

Encourage the student to look for points of contrast and comparison in American and Spanish life.

Pronunciation

Work with the student towards correct Spanish pronunciation, but be realistic in your expectations.

Devote only a small part of any class period to pronunciation exercises.

Let all classroom activities be a means for improving pronunciation and intonation.

Feel free to adapt the specific pronunciation and intonation activities mentioned in the guide to meet individual student and class needs as they become evident in any phase of an experience.

Suggested Activities

Use songs and games to maintain student enthusiasm and to reinforce the conversational frames of each experience.

Make use of the teachers from all other disciplines for aid in executing various projects: Physical Education (folk dancing); Art (creative projects); Home Economics (cooking and sewing); Music (songs both vocal and instrumental); Industrial Arts (manual projects); Social Studies (geography, history and politics); Library (selecting printed and non-printed materials).

Use bulletin boards, walls, doors, windows, and the chalkboard to create a cultural island in the classroom.

Change the bulletin board frequently and enlist student assistance in preparing materials for display.

Teach authentic folk songs and dances as important aspects of Spanish culture, and do not feel limited by the selection presented.

Adapt the more difficult games and activities to the ability level of the class.

Let the student listen frequently to a wide variety of Spanish music.

Obtain or construct a flannel board to aid in the presentation and amplification of material to be studied.

Refer to the accompanying tape for the music to those songs which are not readily available on commerically produced records and tapes.

Create and maintain a class scrapbook which will be large in size. Use sheets of tag board for the pages which will contain selected student contributions dealing with each activity undertaken during the year.

Make frequent use of the class scrapbook as a student motivation, a review of materials learned and as a reference.

Replace the traditicnal homework assignment with student activities.

Suggest that the student may send in coupons found in Spanish magazines or may write to Spanish and Mexican government agencies for information.

Encourage the resourceful and imaginative student to engage in projects beyond those specifically recommended in the guide.

Ask for student participation in the search for pictures, realia, and other illustrative materials.

Audiovisual Aids

Let Spanish culture speak for itself through the presentation of many visual and audio stimuli.

Use only those segments of films and filmstrips which most clearly illustrate the cultural points being considered.

Make use of the overhead projector to direct the student's attention to the important aspects of certain activities.

Supplementary Materials

Duplicate wherever appropriate for student distribution any of the supplementary materials.

Transform into transparencies those drawings and games which are to be used as group activities.

Coordinate the supplementary materials with the suggested activities.

EXPERIENCES

WHO ARE YOU? HOW ARE YOU?

Objectives

The student should be able to:

greet people at different times of the day using their appropriate titles

discriminate between different vowel sounds

indicate his state of being and identify himself

demonstrate modes of greeting and leaving, using the gestures of the Spanish-speaking countries

Conversational Frames

¿Cómo te llamas?	Me llamo _____.
Buenos días Buenas tardes Buenas noches	
¿Juan Smith?	Presente Ausente
¿Cómo estás?	(Estoy) muy bien no muy bien así así cansado enfermo
Soy profesor. ¿y tú?	Soy profesor (a) alumno (a) americano (a) español (a) un hombre un señor un muchacho una mujer una señorita una señora una muchacha
Adiós.	Adiós, hasta luego hasta la vista
¿Cuántos años tienes?	Tengo _____ años.

Cultural Insights

In the Spanish-speaking countries there is an increased amount of personal contact and a decreased distance between speakers. It is common to see girls walking on a street hand-in-hand. People stand closer together when they converse with one another.

Casual acquaintances shake hands upon meeting and upon parting company. Good friends will usually greet each other with a handshake with the right hand, the left hand extended to the friend's right shoulder, or an "abrazo"--a hug.

"Adiós" is often uttered as an impersonal greeting to a passer-by. When saying "adiós" to friends, the right hand is raised, palm facing the speaker, and the fingers, extended, are wiggled very slightly.

Pronunciation

Teach the vowel contrasts and vowel sounds--a e i o u.

Contrast the "a" and the " ".

Point out the English tendency to prolong or make a diphthong out of a single vowel. Contrast similar Spanish and English words (me - may).

Suggested Activities

Let the students choose Spanish names. (See pages 9 and 10)

Call the role--"pasar lista".

Have a chain drill in which one student asks another "¿Cómo te llamas?". The second student responds, "Me llamo ____ " and then asks another student, "¿Cómo te llamas?".

Conduct the game, "Buenos días". One student goes to the front of the classroom and stands with his back to the class. A second student greets him with "Buenos días, (name)." The first student responds with, "Buenos días, (name).", using the name of the person he thinks is addressing him. If he is correct, he continues guessing the names of others in the class until he misses. If the student guesses the wrong name, the second student responds with, "No me llamo (name)." The first student gets a total of three guesses before he has to sit down. Each time he guesses he must precede the name with "Buenos días". A wrong guess must always be followed by, "No me llamo (name)." Each time the guesser is correct the class can respond with "Muy bien" or "Sí". A wrong guess would elicit "No".

Introduce the lyrics of the song "Yo te daré" for pronunciation practice:

Yo te daré
Te daré, niña hermosa,
Te daré una cosa
Una cosa que yo sólo sé--café.

When this has been reviewed, have the students indicate which letters are vowels. (All vowels may be underlined.) Now, repeat the words with the class substituting the letter "a" for each vowel; do the same for "e", "i", "o", and "u". Lead the class in singing the song, first as written, then substituting each vowel (five verses) and finally in its natural form. (See page 11).

After the students have had ample practice pronouncing the vowel sounds, conduct rapid-fire drills on the vowels by writing a vowel on the board and have the students say the sound in chorus at first, then individually. This is also effective in drilling the numbers.

Use expressions such as "Buenos días, señor", "Buenos días, Juan", "Adiós" to elicit the appropriate gestures from the students. The gestures to be practiced should be those introduced to the class in "Cultural Insights" (i.e. the handshake, "abrazo", "adiós" gesture). At first, present the expressions to the entire class and then individually.

Practice student-teacher made dialogues based on the "Conversational Frames".

Have the students dramatize in role playing situations the basic conversational patterns.

Let the students draw their own ideas which would illustrate the five expressions of well-being, and label them, copying the expressions from the chalkboard. Display the work.

Discuss with the students the idea of creating and maintaining a class scrapbook which will be large in size and which will contain selected student contributions dealing with each activity during the year. This may serve as a teaching aid as well as an ongoing reference for the students. Request that the students bring in a magazine illustration that shows something related to Hispanic culture; a bullfight, flamenco dancers, a guitar might be included as suggestions. Have the students construct a collage which will serve as the cover of the book. Arrive at a short, catchy, Spanish title.

Audiovisual Aids

Song "Buenos días". Escuchar y Cantar. Holt Rinehart Winston

Filmstrip #1, "La familia López", Spanish for Elementary Schools. McGraw Hill

Transparencies #1, #38, #45. Visuals for Foreign Language Instruction. Tecnifax Corp.

Teacher-made transparencies of pages 9, 17, 19, 41, 47 in Manual: Outline of a Suggested Organization for First Level Spanish. Baltimore County

Appropriate flashcards. Category D, "People" Entender y Hablar Flashcards. Holt Rinehart Winston

Supplementary Materials

Boys' Names

Abrahán
Adán
Adolfo
Adriano
Agustín
Alano
Alberto
Alejandro
Alfonso
Alfredo
Álvaro
Ambrosio
Andrés
Ángel
Angelito
Anselmo
Antonio
Antoñito
Aparicio
Archibaldo
Armando
Arminio
Arnaldo
Arturo
Augusto

Balbino
Bardón
Bartolo
Bartolomé
Basilio
Beltrán
Benito
Benjamín
Bernardo

Calvino
Carlos
Cecilio
Cirilo
Ciro
Claudio
Clemente
Cleto
Conrado
Constantino
Cornelio
Cristiano
Cristóbal
Chucho

Dalmiro
Danilo
Daniel
Darío
David
Diego
Dionisio
Domingo
Donato

Edmundo
Eduardo
Eliseo
Emiliano
Emilio
Enrique
Ernesto
Estanislao
Esteban
Eugenio
Eusebio
Eustacio

Federico
Felipe
Fermín
Fernando
Fidel
Flavio
Francisco

Gabriel
Gaspar
Geofredo
Gerardo
Gerónimo
Gil
Gilberto
Gotzón
Gregorio
Gualterio
Guido
Guillermo
Gustavo

Haroldo
Herberto
Heriberto
Hermillo
Hilario
Hipólito
Homero
Horacio
Huberto
Hugo
Humberto

Ignacio
Isidoro
Isidro

Jacobo
Jaime
Jorge
Jerónimo
Jesús
José
Josefo
Josias
Josué
Juan
Juanito
Julián
Julio

Lamberto
Leandro
León
Leonardo
Lito
Lorenzo
Lucas
Luciano
Lucho
Luis
Lutero

Manuel
Marcelo
Marcos
Mariano
Mario
Martín
Mateo
Mauricio
Miguel
Moisés

Natán
Nataniel
Nicolás
Noé
Olao
Olavo
Oliverio

Pablo
Paco
Pancho
Patricio
Pedro
Pepe
Pepito

Quique

Rafael
Raimundo
Ramón
Randolfo
Raúl
Reginaldo
Reinaldo
Renato
Rodolfo
Rogelio
Rogerio
Rolando
Rubén
Ruperto

Samuel
Sancho
Santiago
Sebastián
Silvestre
Simón

Teodoro
Terencio
Tico
Timoteo
Tobalito
Tolomeo
Tomás
Toño

Valerio
Vicente
Virgilio

Zacarías

Girls' Names

Adela
Adelaida
Adelina
Agata
Agusta
Aida
Alberta
Alegreta
Alejandra
Alicia
Amalia
Amapola
Amata
Amelia
Amparo
Ana
Ana María
Angela
Angelina
Anita
Antonia
Aurora

Balbina
Bárbara
Beatriz
Begoña
Bela
Belisa
Belita
Berta
Bonita
Brígida

Camila
Carlota
Carmen
Carolina
Catalina
Cecilia
Celestina
Clara
Claudia
Concepción
Concha
Constancia
Constanza
Consuelo
Cristina
Chabela

Débora
Denisa
Diamantina
Diana
Dolores
Dorotea

Edita
Edna
Elena
Elenita
Elisa
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Emilia
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Engracia
Enriqueta
Ester
Eugenia
Eva
Evelina

Federica
Felicia
Felipa
Felisa
Flora
Florina
Florencia
Francisca
Frida

Genoveva
Gerarda
Gertrudia
Gisela
Glenda
Gloria
Gracia
Graciana
Graciela

Heloísa
Hermilda
Hildegarda
Hortensia

Ilda
Inés
Irene
Irma
Irmina
Isa
Isabel

Jacinta
Josefa
Josefina
Juanita
Judit
Julia
Julieta

Laura
Leona
Leonora
Leonor
Leontina
Lola
Lolita
Lucía
Lucrecia
Luisa
Lupe

Magdalena
Manuela
Marcela
Marcia
Margarita
María
María Luisa
Mariana
Marilú
Mariquita
Marisol
Marta
Marucha
Maruja
Melisa

Nadina
Nieves
Nila
Nilda

Oda
Odelia
Odilia
Ofelia

Paca
Pamela
Panchita
Paquita
Patricia
Paula
Paulina
Penélope
Pepita
Perla
Pilar
Prudencia

Raquel
Rebeca
Rita
Rosa
Rosalía
Rosario
Rucita
Ruth

Sandra
Sara
Sarita
Silvia
Sofía
Susana
Susita

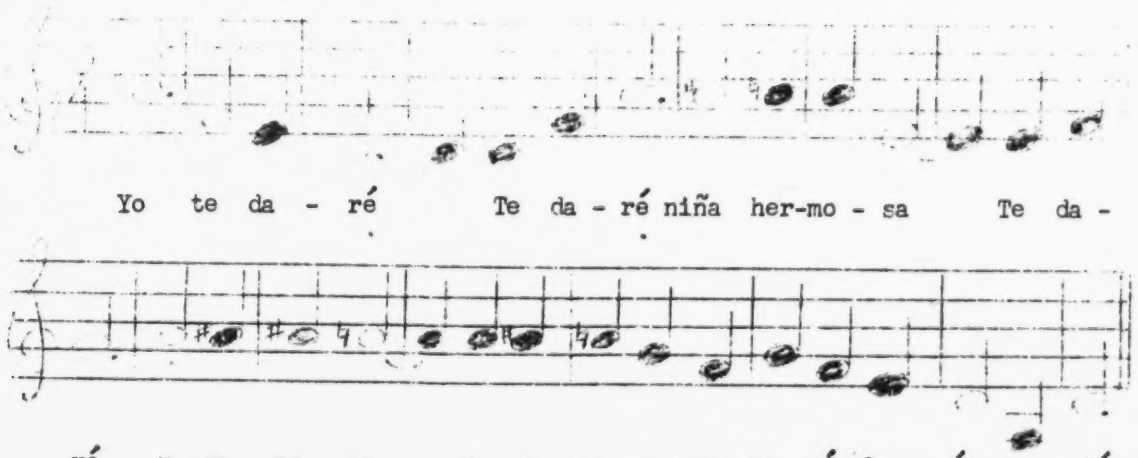
Tea
Telma
Teresa
Teresita
Tina
Tula

Úrsula
Ursulina

Valeria
Ventura
Velia
Victoria
Virginia

Wanda
Winefrida

Yo te daré



2. Ya ta dará
Ta dará, naña harmasa
Ta dará, ana casa
Ana casa ca (qua) ya sala sa--cafá.

3. Ye te deré
Te deré, neñe hermese
Te deré ene quese (cese)
Ene quese (cese) que ye sele sé--quefé (cefé).

4. Ye ti dirí
Ti dirí, niñi hirmisi
Ti dirí ini quisi (cisi)
Ini quisi (cisi) qui yi sili si--quifí (cifí).

5. Yo to doró
To doró, noño hormoso
To doré ono coso
Ono coso co (quo) yo sólo so--cofó.

6. Yu tu durú
Tu durú, nuñu hurmusu
Tu durú unu cusu
Unu cusu cu (quu) yu sulu su--cufú.

WHERE ARE YOU?

Objectives

The student should be able to:

express where he is at a given moment

tell where he lives from specific to general location

pronounce and recognize cities and states with Spanish names as well as the names of some Spanish-speaking countries

recognize that the written accent designates the syllable to be stressed

discriminate between /n/ and /ñ/

recognize the difference between giving addresses in English and Spanish

count from zero to thirty

Conversational Frames

¿Dónde estás? — Estoy en la escuela / la clase

¿Dónde vives? — Vivo en Baltimore / Los Estados Unidos / México / España

un apartamento
una casa
el campo
la ciudad
la calle _____

¿Cuántos son ___ y ___?
¿Cuántos son ___ menos ___?

cero	once
uno	doce
dos	trece
tres	catorce
cuatro	quince
cinco	diez y seis
seis	diez y siete
siete	diez y ocho
ocho	diez y nueve
nueve	veinte
diez	treinta

Cultural Insights

The exterior of a Spanish house differs in several respects from a house in the United States. One of the most obvious features is the "balcón". It developed as a courting aid; girls appearing on the balcony were often serenaded by gentlemen below. "Rejas", metal bars that cover the windows, were used as a protection to keep out unwanted visitors. When the doors and windows were also shut, no visitors at all were desired. The "patio", usually forming the central courtyard around which the house was constructed, conserves its basic purpose. It is a social center for family and friends. In addition, it serves as an air conditioner; rooms have windows opening onto the patio and to the house's exterior causing a cross ventilation system. The proverbial patio plant is more than just decorative; it is the air conditioner's filter. "Tejas" are the long, rounded roof tiles. "Mosaicos" or "azulejos" are also tiles -- the square, decorated ceramic tiles -- but are used on walls, sidewalks and on some streets in southern Spain. The tiles are colorful, abounding in blue and white, are of many different designs, and must be scrubbed frequently. The "fuente" is included for the sake of beauty, as are the many flowers, and is found in the patio.

The order of the address in English and Spanish is reversed. In Spanish, the number follows the name of the street. The word, "calle" or "avenida" precedes the street name. For example: 147 Florida Avenue would be "Avenida Florida 147". Also, one would not say "uno, cuatro, siete" but rather "ciento cuarenta y siete".

Castillian, the national dialect of Spain, uses a "th" sound for the letters, "z", "ce", and "ci"; whereas in Latin America those same letters are pronounced as an "s".

A ground floor in the United States is called the first floor. In Spanish-speaking countries, the first floor is the first floor above ground level. The ground floor is frequently called "principal" or "piso bajo".

Pronunciation

Contrast /n/ and /ñ/.

Introduce the concept of written accents.

Suggested Activities

Practice reading and pronouncing short words with and without written accents, e.g. "Mama"--"Mamá", "toco"--"tocó", "esta"--"está".

Conduct a repetition exercise contrasting /n/ with /ñ/, e.g. "una" - "uña", "tono" - "toño", "sueno" - "sueño", "pena" - "peña"

Play "Caracoles". After deciding on a certain number, seven works well, have the students begin counting in Spanish, each student giving the number immediately following the one pronounced by the preceding student. When a student comes to the previously agreed upon number, a multiple of the number, or a combination containing the number, he must say "Caracoles". Anyone who fails to say the word in the proper place is obliged to stand or accept some other penalty. One variation of this is to have the direction of the counting reverse each time a student says "Caracoles".

Have a simple addition and subtraction practice.

Divide the class into two teams. Have each student construct a six letter nonsense word which begins with a consonant and alternates consonant and vowel. In turn each student is asked to go to the board, write his word on the board, arbitrarily put a written accent over one of the vowels, and then call on a student from the other team to pronounce it correctly. If the student called upon can answer correctly, his team receives a point; if not, the questioner's team receives the point. The student called upon presents the next word to the opposing team and so on.

Ask the students what they think typifies a Spanish house. Then using the Tecnifax . Visuals for Foreign Language Instruction projectual no. 02728 or a similar transparency, go over the differences between a Spanish and an American house.

Have the students play Concentration. Set up enough chairs in a semi circle to accomodate each student. Starting with the number 1, number each chair consecutively. Have each student take a seat, and ask him to remember his number, the number of the chair. No. 1 then calls out one of the numbers other than his own. The person with that number then calls someone else's number, and it continues in this fashion until someone misses because he failed to respond, called his own number or gave a number that didn't exist. The person who missed must get up and take the last seat and number, and those people with numbers higher than his previous number move up one seat and adopt the new number. The game procedes in the same way for a predetermined period of time. The winner is the person who is number 1 at the time the game ends.

Construct a Mexican village plaza on a tabletop. The plaza should have a fountain in the center of it. Surround the plaza with a church, adobe buildings with a "portal" and houses. Make a few Mexican stand-up figures to include in the plaza.

Make a transparency of a Spanish house.(See page 16) Present the vocabulary of the outside of the house. Ask the students to draw, cut out or silouette a Spanish house and label the appropriate parts. These works of art can be displayed by themselves or used on a bulletin board and contrasted with pictures or photos of American houses.

Sing the song "El patio de mi casa" from Escuchar y Cantar. Point out that the letters /a/ and /o/ do not follow /m/. Stress the correct pronunciation of "particular" and "llueve"; two words which might give the students trouble. The students can use hand motions to indicate the roof of "mi casa", and the rain falling. They can also pretend to be writing the letters of the alphabet.

Play "Cuadritos". This game can be played with the whole class, divided into two teams, or with two players. Put three rows of three dots each on the board and a different number over each dot since any order may be used. The object of the game is to see which team can close the most number of squares. A player from the first team calls out the numbers of two dots next to one another, and the teacher draws a line between the two dots. Then a player from the opposing team calls out two more. The game proceeds in this manner until all the squares have been made. Each time the member of one team closes a square his team is given a point. As a variation the teacher can allow the team that closes a square to have another turn as is done in the game of "Dots".

As a variation of the above activity, show the transparency of the Spanish house. (See page 16) Talk about the various parts of a Spanish house. Pass out a ditto of this same house. Ask the students to make from construction paper the parts of a Spanish house and paste them on the ditto to make a three dimension effect.

As a special project, have any student interested in architecture or design construct a Spanish house for display.

Have each student give his address in Spanish using a chain drill.

Show frames 1-23 from filmstrip #1, "Introduction to the Hispanic World" from The Hispanic World, and discuss the history and cultural highlights with the class.

Audiovisual Aids

Song "Dos y dos". Escuchar y Cantar. Holt Rinehart Winston

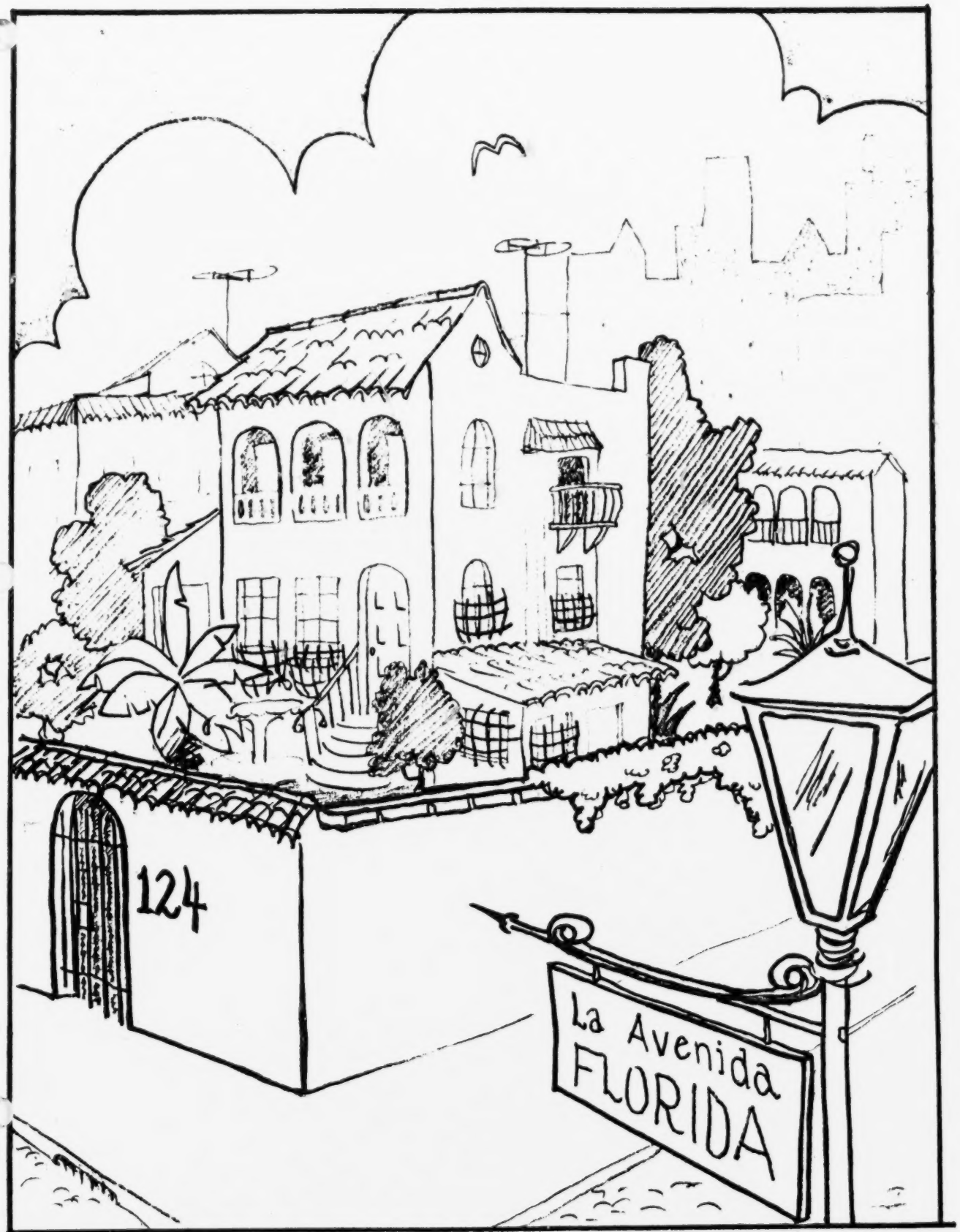
Filmstrip #1 - "Introduction to the Hispanic World". The Hispanic World. Holt Rinehart Winston

Filmstrip #3 - "Lección de matemáticas". Spanish for Elementary Schools. McGraw Hill

Teacher-made transparencies of pages 83, 85, 205 in Manual: Outline of a Suggested Organization for First Level Spanish. Baltimore County

Appropriate flashcards - Category E, "Locations". Entender y Hablar Flashcards. Holt Rinehart Winston

LA CASA



WHAT DO YOU DO IN CLASS?

Objectives

The student should be able to:

give and follow simple classroom commands in either the formal or familiar form

identify flags of several Hispanic nations

name selected classroom objects

recognize the colors as needed in the study of the flags

pronounce the letters of the alphabet with special emphasis on the letters' names

Conversational Frames

Escriba (escribe)	en	el	papel.
	en	el	cuaderno.
	con	el	lápiz.
	con	la	pluma.
Lea (lee)	el		libro.
	el		papel.
	el		párrafo.
	la		frase.
	la		pregunta.
Escuche (escucha)	al		profesor.
	al		muchacho.
	al		señor.
	a la		señora.
Vaya (ve)	a la		pizarra.
	a la		ventana.
	a		México
	a		España.
Abra (abre)	el		libro.
	la		puerta.
	la		ventana.
Cierre (cierra)	el		cuaderno.
	la		puerta.
	la		ventana.
Saque (saca)	el		lápiz.
	el		cuaderno.
	la		pluma.

¿Qué es?	Es	un	lápiz.
		un	libro.
		un	papel.
		un	cuaderno.
		una	pluma.
		una	bandera.

¿De qué color es el lápiz?	El lápiz es	rojo.
		amarillo.
		blanco.
		negro.
		verde.
		azul.

¿De qué color es la bandera?	La bandera es	roja.
		amarilla.
		blanca.
		negra.
		verde.
		azul.

Cultural Insights

The relationship between two Spanish-speaking people is shown by the use of either "Ud." (formal) or the "tú" (familiar) for the word "you". In conversations involving members of the same family, close friends, and children, the "tú" form is used. The "Ud." form indicates other more formal associations.

The color red appeared in the symbols of four of the old kingdoms of Spain; gold appeared in two; so, in 1785, Charles III adopted these two colors for the flag of unified Spain. The present flag was adopted in 1936. In the center is an eagle with a shield bearing symbols of several of the old kingdoms; the Pillars of Hercules, representing land bordering the Straits of Gibraltar also appears.

The Indian medicine men of ancient Mexico made a prophecy that their wandering tribe would find a permanent home in the place where they encountered an eagle perched on a cactus holding a snake in its claws. This was found on an island in a lake in the Valley of Mexico--the place which became the home of the Aztecs. The Mexicans adopted the eagle-cactus-snake symbol for their flag. In addition, green represents agriculture, white shows peace and red indicates courage.

In Romance languages, all nouns are designated as either masculine or feminine -- yet this designation indicates gender or kind, rather than sex. This differentiation permeates almost every aspect of sentence structure in spoken Spanish. Students of Spanish usually have difficulty remembering to make adjectives agree with nouns.

Before the printing press was invented, all symbols for spelling had to be written by hand. Paper or parchment was expensive. To lessen the time and space, the scribes wrote one "n" over another to represent a "nn". A word like "anno" was written "año". Eventually this became "año". The stroke over the letter "n" became known as the tilde.

The symbol for the numeral "one" in most Spanish-speaking countries is written as "1". To distinguish this from the numeral "seven", a line is added, "7".

Pronunciation

Present the alphabet teaching both the name and the sound of each letter.

Emphasize pronunciation of the letters and sounds which are unique to the Spanish alphabet: ch, ll, ñ, rr.

Suggested Activities

Introduce and drill the letters of the alphabet.

Select and show appropriate filmstrips on classroom objects. Elicit as much class response as possible.

Have students individually pantomime the classroom commands which have been studied. Call on students to identify the action being dramatized.

Select several flags from the visual master on page 79 of the Manual and organize an activity utilizing them, such as coloring, enlarging, or reproducing facsimilies.

Review the Spanish alphabet to the tune of "The Alphabet Song".

Ask the students to make a list of the names of the U. S. cities which they think have Spanish names. Follow this by asking for states. Ask them also to look for words that have come into the English language from Spanish; e.g. siesta, rancho, fiesta, poncho, Fritos, corral, hombre Take advantage of spontaneous group discussion for motivational stimulation.

Devise a game in which students identify missing objects. For example, a variety of articles may be presented to the class with accompanying vocabulary; one student is then asked to leave the room and one object is removed from the group. Upon return, the student attempts to identify the missing object.

Conduct a chain drill in which one student asks another "¿De qué color es?" using familiar classroom objects.

Have students either draw or cut out pictures which illustrate the vocabulary. These might be labeled and pasted in their scrapbooks.

Teach the sounds of the consonants; combine each consonant with all the vowels, as in the following examples:

ba be bi bo bu
ma me mi mo mu

To reinforce the cultural insight on the order of counting with the fingers, play "Pinocho" (a play on words emphasizing the word "ocho" and the Spanish word for Pinocchio). Be sure to always start with the thumb:

Pin-uno, pin-dos, pin-tres
Pin-cuatro, pin-cinco, pin-seis,
Pin siete, Pin-ocho.

Select appealing pronunciation verses from "Rimas bobitas" for choral chanting by the students. (See page 21)

Sing the song, "Adiós, Pepe y Lupe" to the chorus of "Las Chiapanecas" ("The Mexican Hat Song"). Maracas, autoharp or guitar can add to the rhythm of the song. After each line, the students can clap twice. The words "olé" and "adiós" can be spoken. (See page 21)

Audiovisual Aids

Filmstrip #2 - "En la sala de clase". Spanish for Elementary Schools. McGraw Hill

Filmstrip #A188-1 - "In the Classroom". Elementary Spanish for Young Americans. Society for Visual Education (S.V.E.)

Filmstrip # 5C - "Colors and Numbers". Sound Filmstrips. Eye Gate House, Inc.

Filmstrip # 5B - "The Classroom". Sound Filmstrips. Eye Gate House, Inc.

Transparency #3 - Visuals for Foreign Language Instruction. Tecnifax Corp.

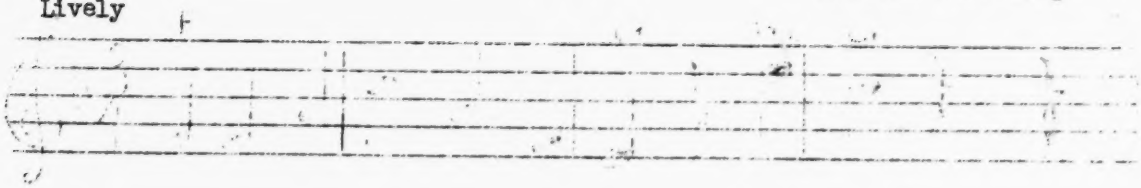
Selected flashcards - Sections VII, XVI, XXI. Spanish Flash Card Kit. Wible Language Institute

Teacher-made transparencies of pages 11, 65, 67, 69, 75, 77, 79, 115 in Manual: Outline of a Suggested Organization for First Level Spanish. Baltimore County

Adiós, Pepe y Lupe

Mexican Folk Song

Lively



(Clap, clap)

(Clap, clap)

1. Abra la puerta, Pepe, (clap, clap)
   Abra la puerta, Lupe, (clap, clap)
   Repita la frase, clase, (clap, clap)
   Abra la puerta, ¡olé! (clap, clap)

2. Cierre el libro, Pepe, (clap, clap)
   Cierre el libro, Lupe, (clap, clap)
   Repita la frase, clase, (clap, clap)
   Cierre el libro, ¡olé! (clap, clap)

3. Escuche al señor, Pepe, (clap, clap)
   Escuche al señor, Lupe, (clap, clap)
   Repita la frase, clase, (clap, clap)
   Escuche al señor, ¡olé! (clap, clap)

4. Vaya a España, Pepe, (clap, clap)
   Vaya, a España, Lupe, (clap, clap)
   Repita la frase, clase, (clap, clap)
   Vaya a España, adiós. (clap, clap)

Rimas bobitas

Ja, ja, uno y cuatro
Jo, jo, no son ocho.

Li, lo, yo soy loco;
Li, lo, tú un poco.

Como poco coco como
Poco coco compro.

"N" con "a"
No es "na";
"N" con "o"
Sí, es "no".

"Ch" con "i"
No es "sí"
Pero "c" con "e"
Sí, es "ce".

WHAT DO YOU LIKE IN SCHOOL?

Objectives

The student should be able to:

express preferences for school subjects and sports

be aware of correct intonation and pronunciation patterns in statements and questions

become acquainted with some of the differences between schools in the United States and in Hispanic countries

gain an insight into the popular sports of Spanish-speaking nations

Conversational Frames

¿Qué te gusta? Me gusta escuchar español
inglés
historia
gimnasia

matemáticas
música
arte
geografía

¿Te gusta jugar al fútbol? Sí, me gusta jugar al _____.
fútbol americano?
béisbol? No, no me gusta jugar al _____.
básquetbol?
vólibol?
jai-alai?
tenis?

¿Qué deporte te gusta? Me gusta _____.

Cultural Insights

In general, there are some basic differences between schools in the United States and in Spanish-speaking countries. The school is an academic center rather than a place for both academic and social activities. Many of the schools are segregated -- boys in one school, girls in another. Those who are financially able--the middle class and rich families--send their children to private school; the working class and poorer families send their children to the less patronized public school. The word "colegio" does not refer to a college but rather to a school attended before the "universidad". This does not mean that a student at a "colegio" must later attend an "universidad". Each student usually wears a uniform or a fairly standardized garment, "babi", covering the regular clothing with the student's name. There is also more regimentation: students must frequently form lines; they stand up to show respect for someone entering or leaving the room; they adhere to a very formal student-teacher relationship.

Jai-alai, coming from the Basque word for Merry Festival, is similar to the game of hand ball. The players use "cestas" which are wicker baskets strapped to their wrists, enabling them to hurl the "pelota". This is a small ball made of extremely hard rubber which travels at speeds up to 150 m.p.h., making jai-alai the fastest game in the world. The object of the game is to bounce the ball against the front wall of the court in such a way that the opponents cannot return it. In this country it is played mostly in Florida, and large sums of money are wagered.

In Mexico at the "frontón"--the arena where jai-alai is played--there are no parimutual machines such as are found in this country. Therefore bet takers, wearing white jackets and red berets, are found in each section of the gallery. To facilitate the taking of bets from people quite far away, the bet-takers use tennis balls with slits in them. They put the betting slips within and throw them to the bettors who in turn throw them back with their "pesos" inside. Since the betting is all important, one may bet after each point, and the odds may change after any point. Before a very crucial point, the game itself may be held up for from five to twenty-five minutes until all the bets have been made.

"Fútbol", the most popular sport in many Spanish-speaking countries, corresponds to soccer in the United States. "Fútbol americano", the football that is played here, enjoys little popularity among the Hispanic peoples.

Pronunciation

Emphasize correct intonation patterns in statements and questions.

Point out the concept of "sinalefa", that a word ending with a vowel is run together with a following word that begins with a vowel. e.g. "Sí, me gusta_el español".

Suggested Activities

Introduce a variety of school subjects and sports by means of visual aids or transparencies. (See pages 27-30)

Using the visuals, elicit student responses to the questions, "¿Qué te gusta?" and "¿Te gusta estudiar_____?" Have students conduct a chain conversation using these questions.

Play a game of Charades in which students dramatize a sport or a school subject, and the others guess what is being portrayed.

Use the appropriate anagram and secret message activities at the end of the unit to review vocabulary. (See page 31)

Have the students write their weekly school schedule in Spanish.

Organize a Spanish school day. Utilize such activities as having students stand up when someone enters the room, separating the girls from the boys, and suggesting uniform dress.

Play "Sacapalabra" with "El fútbol americano no es popular en España". The object of this game is to see how many words may be extracted from a large word or phrase using any combination of the letters. Added enthusiasm may be generated by having teams of individuals compete with one another under a five minute time limit.

Make several dioramas. Take an oblong box; open one side so the three dimensional stand-up scene placed inside can be seen from the open side. Divide the class into groups, each group responsible for making a diorama showing the field for a particular sport. Upon completion, have the groups show the dioramas to the class and let the class determine the represented sport. Keep these on display in the room throughout the unit. This idea can be adapted to other topics also.

Ask students to bring in pictures representing sports played in the Spanish-speaking countries. Use the pictures to form a class made collage for the scrapbook.

Have the interested students research information on current sports figures in Latin America and Spain. Include these projects in the scrapbook after they have been presented to the class.

Make maracas. Use the cardboard center from rolls of wrapping paper, tissues or paper towels. Fill the rolls with pebbles or dried beans. Wrap the rolls with decorated paper and tie the ends.

Make el "sonajero". Use a stick about twelve inches long and about two inches wide. Allow about three inches for a handle. Have several bottle caps and seven nails. Make holes in the bottle caps. String about five or six bottle caps on the nails. Place the nails about one inch apart in the center on the stick. Moving the stick with rhythm up and down, use the instrument to accompany songs.

Have the students bring in spoons to make the rhythm instrument called "las cucharas". Use three soup spoons. Place two of the spoons back to back and hold tightly by the handles. Take the third spoon in the other hand and run it between the two spoons in short strokes without touching the hand holding the two spoons. Develop a rhythm with the short strokes.

Obtain claves and tambourines and have the students use these together with the other instruments they have made to accompany "Fiesta" (see page 32) and other songs. Those students with no instrument can clap on the first and second beats of each measure.

Teach the following dance to the song "Fray Felipe":

Pattern 1: (Fray Felipe, Fray Felipe)
Begin with the weight on the left foot; take a step to the right with the right foot; bring the left foot to the right; repeat. Move to the left with the left foot; bring the right to the left foot; repeat.
At the same time pretend to be calling someone with the hands cupped on either side of the mouth.

Pattern 2: (¿duermes tú? ¿duermes tú?)
To make the sleeping gesture bend the right elbow and wrist, palm facing the floor; place the left hand, palm down, on the right hand and tilt the head, placing it on top of both hands. Step to the right with the right foot and do the hand movement; then slide the left foot to the right foot and bring the head upright.
Pattern 3: (Toca la campana; toca la campana)
Take four walking steps forward, beginning with the right foot; with each step pretend to be ringing a rope bell with both hands--pull down on the first two beats, and go up on the next two. Repeat.
Pattern 4: There are no foot movements. Move the head to the right, left, right, and hold for one beat; left, right, left, and hold one beat.
The Baltimore County OIMS Media Library film Fray Felipe can be coordinated to this activity.

Audiovisual Aids

Transparencies #7, #21, #22. Visuals for Foreign Language Instruction. Tecnifax

Appropriate flashcards - Category H, "Sports". Entender y Hablar Flashcards. Holt Rinehart Winston

Appropriate flashcards - Section XXI. Spanish Flash Card Kit. Wible Language Institute

Film La Escuela, #1109. OIMS Media Library

Film Fray Felipe, #4123. OIMS Media Library

Supplementary Materials

The Secret Message

Unscramble the phrases in 1-5, then decode the message in 6 by filling in the missing letters according to the code numbers.

1.

1-1	1-2	1-3		1-4		1-5	1-6	1-7	1-8		1-9	1-10	1-11
	ODS			Y			RTES					NOS	

1-12	1-13	1-14	1-15	1-16
		CNOCI		

2.

2-1	2-2		2-3	2-4	2-5	2-6	2-7		2-8	2-9	2-10	2-11	2-12
	EM				TAGSU						RUGJA		

2-13	2-14		2-15	2-16	2-17	2-18	2-19	2-20
	LA				TÚFLOB			

3. 3-1 3-2 3-3 3-4 3-5 3-6 3-7 3-8 3-9 3-10 3-11 3-12 3-13 3-14

ON OVVI NE XOCÉIM

4. 4-1 4-2 4-3 4-4 4-5 4-6 4-7 4-8 4-9

YESOT NE AL

4-10 4-11 4-12 4-13 4-14 4-15 4-16

ACUSELE

5. 5-1 5-2 5-3 5-4 5-5 5-6 5-7 5-8 5-9 5-10 5-11 5-12 5-13

BARA NAU URETPA

6. El mensaje secreto

3-1 1-16 1-7 4-11 5-12 2-4 1-1 3-4 5-10.

3-3 5-1 4-5 2-11 4-9 3-13 5-13 4-2 4-16

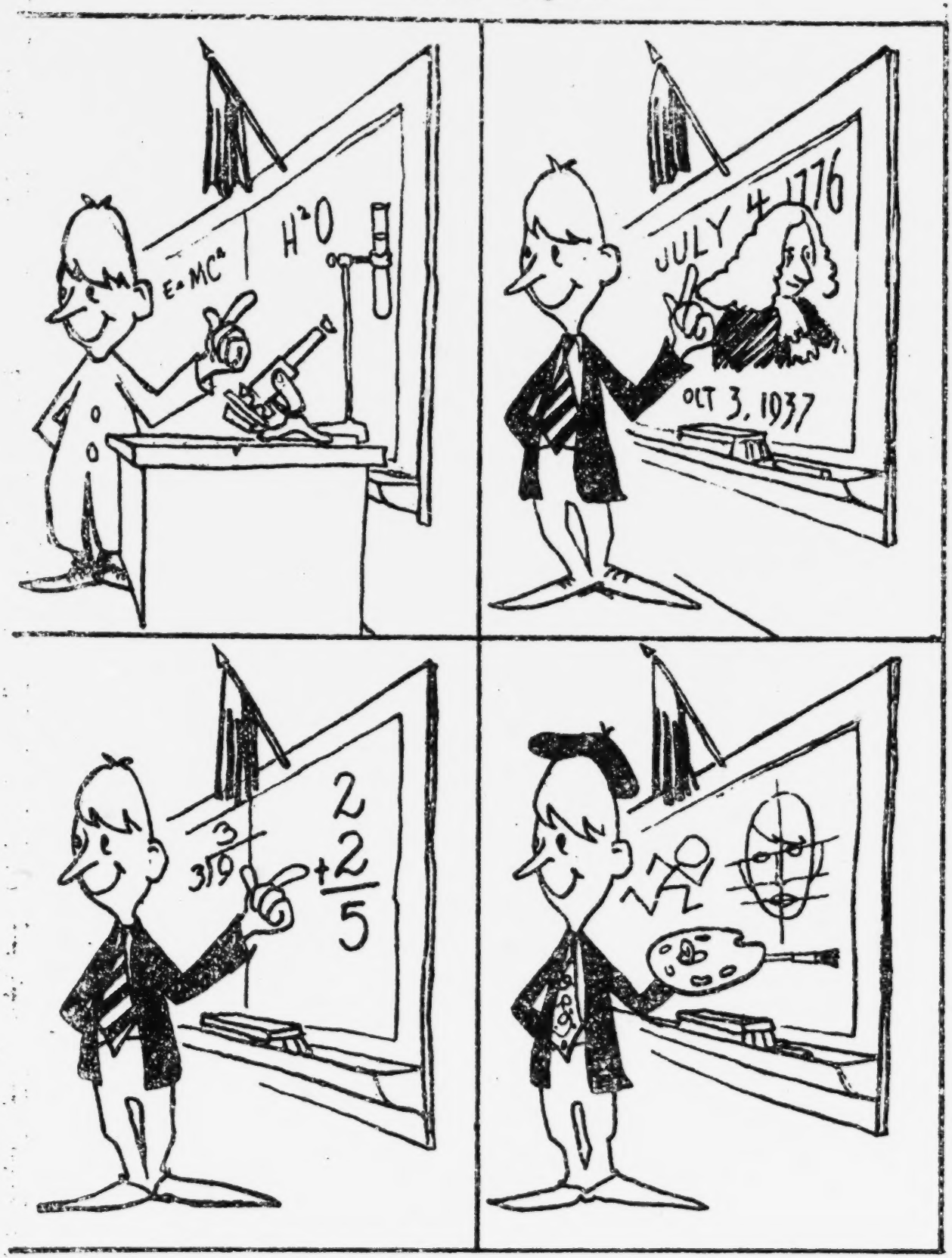
"
5-4 2-8 5-5 2-3 2-13 1-6."

- -

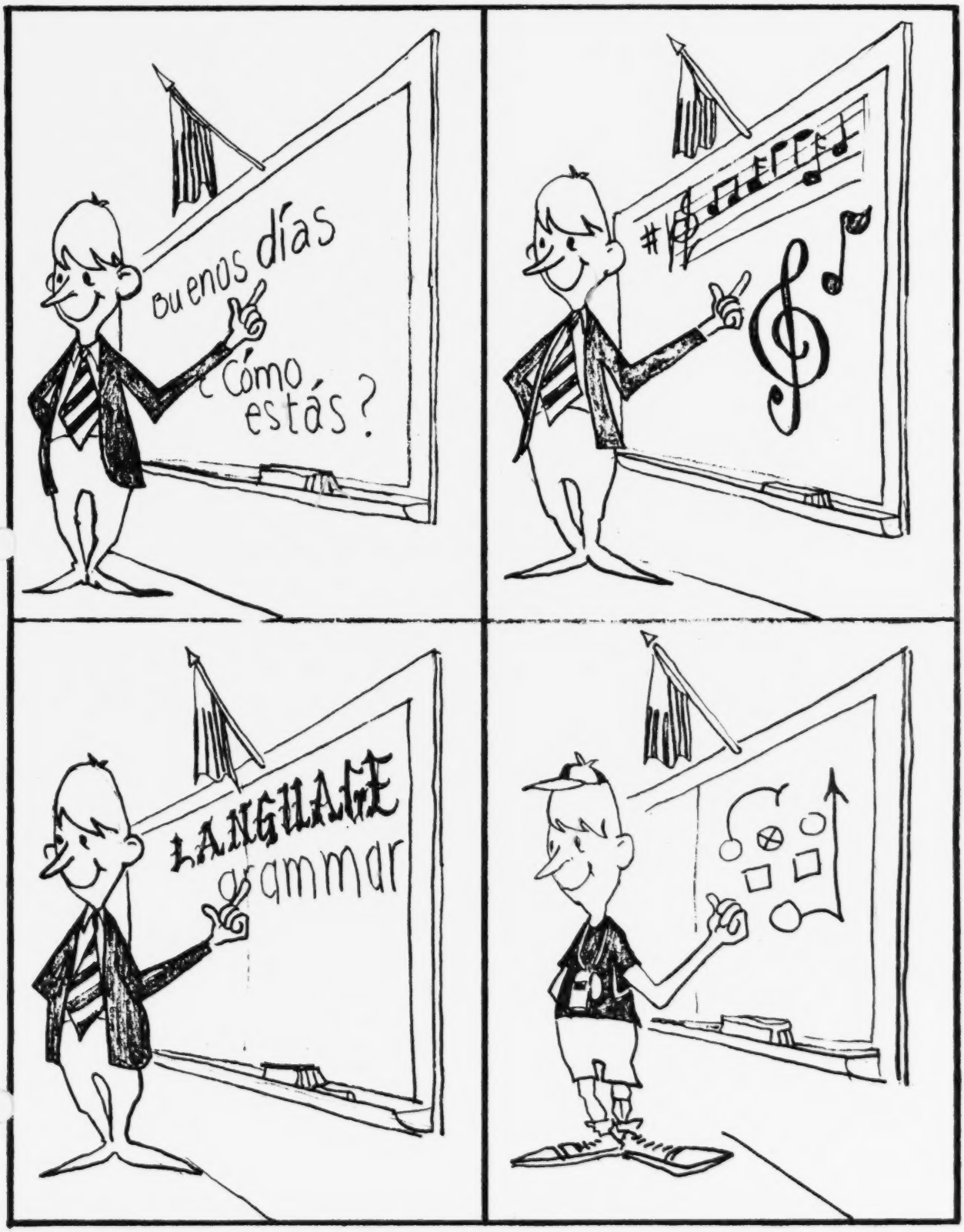
Answers

1. Dos y tres son cinco.
2. Me gusta jugar al fútbol.
3. No vivo en México.
4. Estoy en la escuela.
5. Abra una puerta.
6. No estudie. Vaya a casa a jugar.

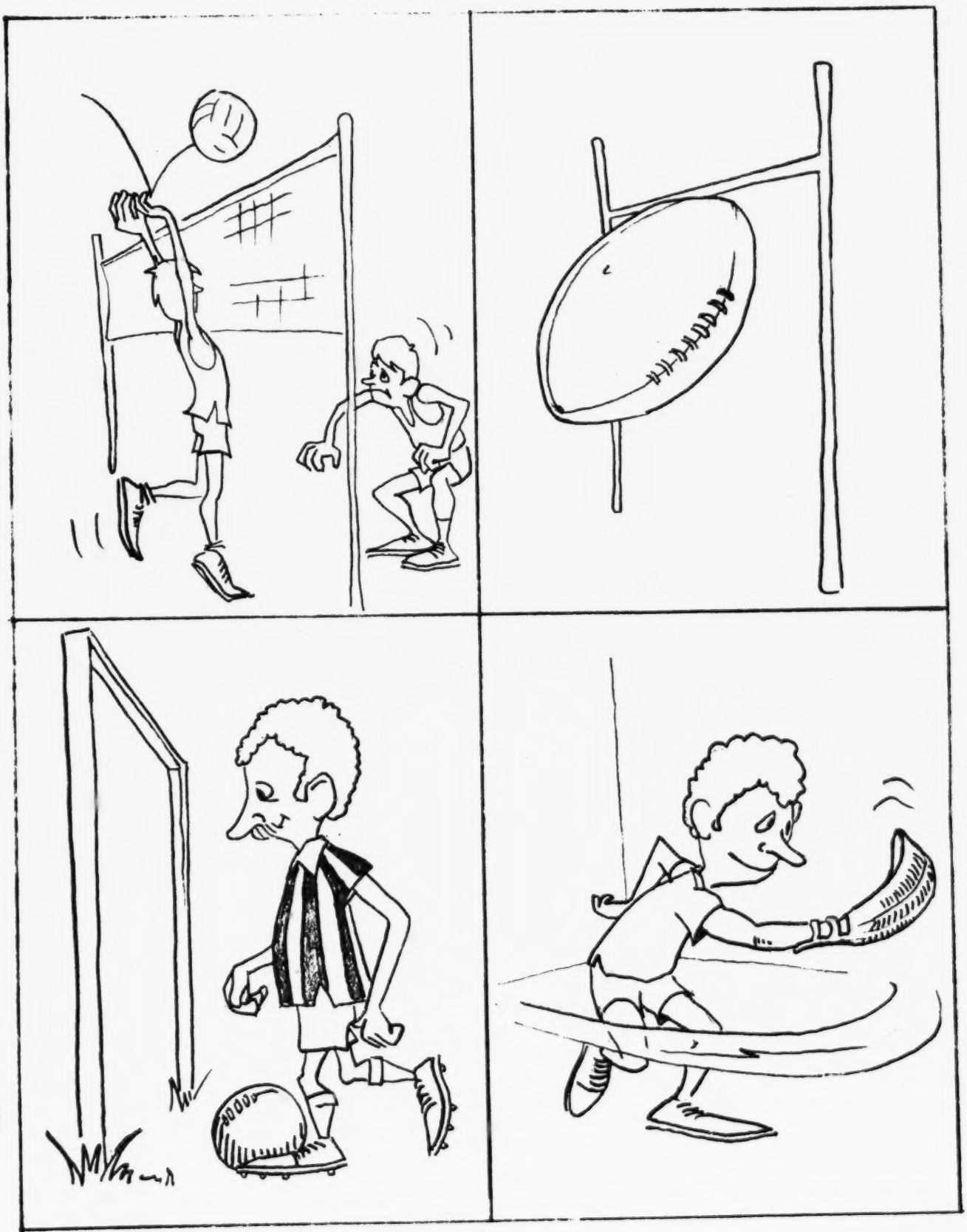
School Subjects



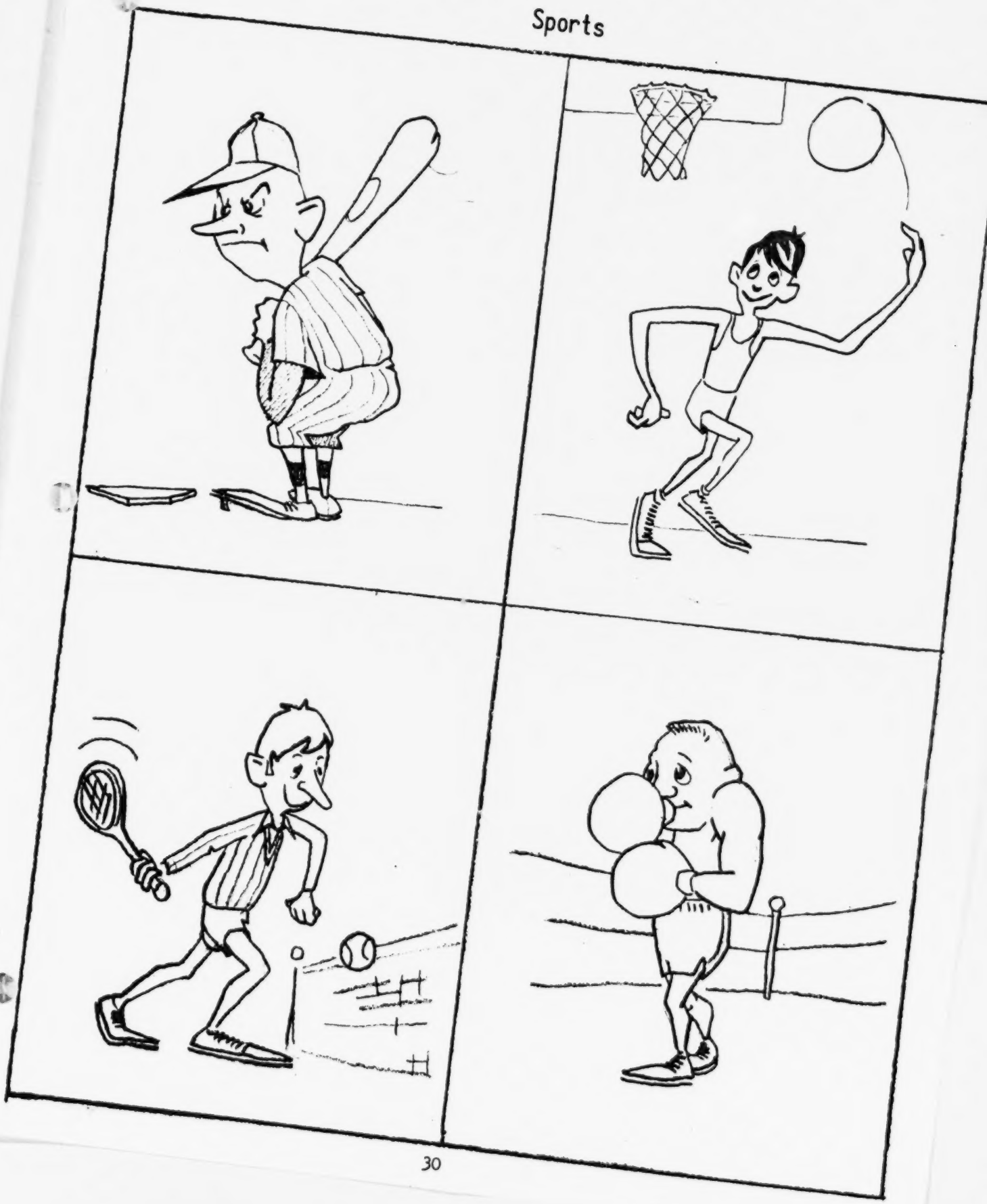
School Subjects



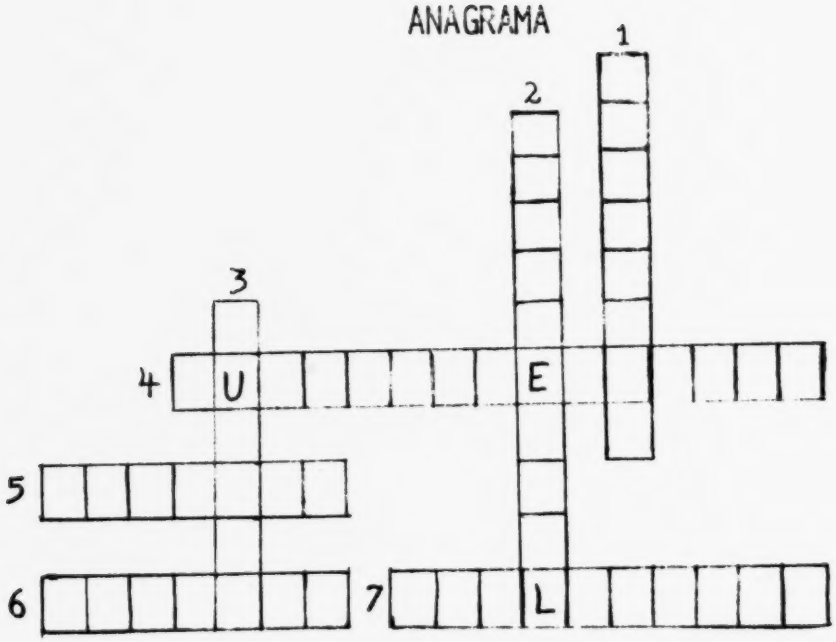
Sports



Sports



ANAGRAMA



béisbol
jai-alai
gimnasia
fútbol americano
vólibol
básquetbol
fútbol

Answers :

1. fútbol americano
2. béisbol
3. jai-alai
4. vólibol
5. fútbol
6. básquetbol
7. gimnasia

La fiesta

La fiesta es buena y alegres somos,
El día feliz de su cumpleaños.
Así vamos a celebrar la fiesta,
Con la familia y muchos amigos.

WHAT DO YOU LIKE TO DO?

Objectives

The student is able to:

express what he likes to do in his leisure time

tell time in Spanish

appreciate some of the typical pastime activities which are enjoyed in many Spanish-speaking countries

recite simple nonsense couplets from memory, indicating some awareness of "sinalefa" or word-joining.

Conversational Frames

¿Qué quieres hacer? — Quiero
- mirar la televisión
- escuchar la radio
- tocar la guitarra
- cantar la canción
- montar en bicicleta
- hablar por teléfono
- jugar a los naipes
- tocar los discos
- bailar
- dormir

¿Quieres _____? — Sí, quiero _____.

No, no quiero _____.

¿A dónde quieres ir? — Quiero ir
- a casa
- a México
- al cine
- al campo
- a la escuela
- a la ciudad

¿Qué hora es?

Es la una.	Es la una y media.
Es la una y cinco.	Son las dos menos veinte y cinco.
Es la una y diez.	Son las dos menos veinte.
Es la una y cuarto.	Son las dos menos cuarto.
Es la una y veinte.	Son las dos menos diez.
Es la una y veinte y cinco.	Son las dos menos cinco.
Son las dos.	Son las siete.
Son las tres.	Son las ocho.
Son las cuatro.	Son las nueve.
Son las cinco.	Son las diez.
Son las seis.	Son las once.
	Son las doce.

Cultural Insights

Hispanic people enjoy a wide variety of leisure activities. Few stay home on Sunday; nearly everyone goes out. Most people take a Sunday afternoon "paseo" -- a stroll around town. Young people often meet at the plaza and may walk in a large group; families may walk together. The plaza is one of the major social centers; another is the home. Many people visit the local "cafetería", a place where coffee, Coca-Cola or other beverages may be purchased and enjoyed.

Parties may be held at various homes. These are often family parties; a variety of activities are provided for the many different age groups represented. There is dancing and continuous music in the form of radio, records, or small bands.

Movies are extremely well-attended, and due to a premium on seats, it is necessary to purchase tickets in advance. As in the "paseo", families or groups of young couples attend.

Mexicans are especially fond of simple artistic creations. Whether for general decoration or for fiestas, there are always many flowers evident. Crepe paper flowers are often made; sketches on bark are executed with bright, frequently luminous paint; yarn is skillfully wound and glued to reinforced cardboard to represent pictures of simple animals and flowers.

The word "mañana" has definite value in Hispanic society. Travelers from the United States are frequently annoyed at the apparent indifference paid to appointments and time schedules. If a Mexican encounters something he considers exceedingly important, he will take time out for that even though he has an appointment with someone else at the same time. He will make sure to keep the appointment as soon as it's convenient, but the moment is considered far more important than what he has to do later.

Pronunciation

Point out and practice the joining of words by "sinalefa".

Suggested Activities

Have several students volunteer to share one of their favorite leisure activities with the class such as card games, guitar playing and telephone conversations.

Play direct broadcasting or taped excerpts from a Spanish-language radio show for the students' listening enjoyment. Most FM radios can receive programs from WFAN (100.3), Washington, D.C.

Devise a guessing game in which the students dramatize various pastime activities for others to guess.

Teach the song "El tortillero" using the record Let's Sing Songs in Spanish. There is also a Baltimore County OIMS Media Library film by the same title which may be shown when available.

Have the class compose and memorize a brief dialogue for a telephone conversation in which students greet each other, and one invites the other to do one of the leisure activities in this unit. The other student accepts or refuses the invitation, or possibly suggests an alternative activity. The conversation can be conducted with telephones made from soft drink cans and cords of yarn or heavy string.

Have those students with younger brothers and sisters bring in a few dolls, and have them decorate the figures with typical Mexican costumes such as sarape, poncho, china poblana dress and sombrero. If there is a Mexican "plaza" scene still standing, place them in it. If not, have some of the students fashion some kind of typical Sunday afternoon setting for them.

Play records of songs sung in Spanish by popular stars such as the Sandpipers, Roberta Flack, Trini López, and others. Encourage the students to bring in some of their own records to share with the class. Discuss with the class the main ideas of some of the songs and certain key words. Encourage the students to mime a song -- pretend he is singing the song, moving his mouth and using gestures as the music is being played.

Play "dominó". The pieces are called "fichas". The blank is a "blanca". If you have double twos or blanks, it's "dos doble" or "blanca doble".

Form a mariachi band within the class. This band can learn a few songs that the class can sing.

Add more authenticity to the mariachi band by having the students wear some version of the typical "charro" costume as explained in the book, Sal y Sabor de México, page 158.

Collaborate with the art teacher to aid the students in making various decorations found in Mexican homes, such as those mentioned in the Cultural Insights. Poppies can be made out of two or three pieces of 8 1/2" x 8 1/2" red-orange crepe paper. Fold the sheet into four equal parts. With the paper still folded, cut the corners off the three outside edges -- do not touch the center fold. Cut out pear-shaped pieces of dark brown paper and paste them in the center of each petal near the stem. Place one layer of petals over the other, alternating the position of the petals. Punch a small hole in the center of these layers. Place a piece of pipe cleaner in the hole and twist it around the flower. Use green crepe paper to make the leaves. To make sunflowers use paper plates. Punch a small hole in the center, and put a milk straw through it. Cut four slits evenly spaced in the top of the straw. Bend these four parts outward and paste them on the plate. Paint the outside portion of the plate yellow and the center brown. Use green paper to make the leaves. To make a more elaborate sunflower the outside of the plate can be trimmed to resemble petals. A ball of clay will hold the flowers upright.

Organize a group of singers to form a Spanish "Tuna". Include soprano and alto sections. To make it authentic the students should wear black robes with colored ribbon streamers at the shoulders. In a real "Tuna" the colors of these ribbons indicate which of the colleges of the university the group is from. Use a guitar and tambourine as accompanying instruments, and decorate them also with ribbons.

Play "Así Soy", having students read the story by inserting the appropriate Spanish words. (See page 37)

Encourage students to memorize for oral presentation one or more of the "Rimas bobitas". Emphasize how words which end with a vowel and words which begin with a vowel are joined. (See "Rimas Bobitas" below)

Have students make clocks out of paper plates and devise various activities for practicing time-telling skills. Suggested activities include having students set their clocks to correspond with oral expressions of time, or take turns asking one another "¿Qué hora es?" while holding up their clocks.

Show one or more of the following Baltimore County OIMS Media Library films for entertainment: Caperucita Roja, La Gallinita Roja.

Audiovisual Aids

Song, "El Tortillero". Let's Sing Songs in Spanish. Ottenheimer Publishers

Filmstrip #5G - "Time". Sound Filmstrips. Educational Gate House, Inc.

Filmstrip #A-188-6 - "El cumpleaños de Carlos", Frames 22-31. Elementary Spanish for Young Americans. Society for Visual Education (S.V.E.)

Transparencies #16, #20, #22. Visuals for Foreign Language Instruction. Tecnifax Corp.

Teacher-made transparencies of pages 187, 189, 191, 193 in Manual: Outline of a Suggested Organization for First Level Spanish. Baltimore County

Selected flashcards - Sections XXI, XIX. Spanish Flash Card Kit. Wible Language Institute

Appropriate flashcards - Categories F and G, "Food and Meals" and "Clothing". Entender y Hablar Flashcards. Holt Rinehart Winston

Film La Gallinita Roja, #4137. OIMS Media Library

Film Caperucita Roja, #4112. OIMS Media Library

Film El Tortillero, #1132. OIMS Media Library

Supplementary Materials

Rimas Bobitas

Qui, qui, ri, quí, el gallo rojo,
Qui, qui, ri, quí, no es bobo.

Cu, cu, ru, cú, la paloma llora,
Cu, cu, ru, cú, aquí está ahora.

Ji, ja, el burro dice,
Ji, ja, el burro pide.

Guau, guau, el perro negro,
Guau, guau, el perro blanco.

Glo, glo, el sapo feo,
Glo, glo, el sapo veo.

Mu, mu, dice el buey,
Mu, mu, no es rey.

Así Soy

Buenos . Yo soy un norteamericano.

Tengo 11 años. Vivo en los . Soy un

de una grande. Estoy en la clase de

.

Me gusta estudiar la , el , y las

$\begin{array}{r} 2 \\ +2 \\ \hline 5 \end{array}$. Me gusta jugar al y al .

Por la tarde, estoy en mi . Me gusta ,

tocar la y . Por la noche, me gusta

.

HOW DO YOU CELEBRATE?

Objectives

The student should be able to:

express the day of the week and the date

identify the dates of various holidays

give his birthday in Spanish

recognize ways of celebrating some of the different holidays in Spanish-speaking countries

distinguish between and produce the Spanish sounds /h/ and /j/

Conversational Frames

¿Qué día de la semana es hoy? Hoy es lunes, martes, miércoles, jueves, viernes, sábado, domingo

¿Cuál es la fecha de hoy? Hoy es el ____ de enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre

¿Qué fiesta es el ____ de ____? Es el año nuevo / el día de la independencia de ____ / el cumpleaños de ____ / el día de los reyes magos / el día de la raza / el jueves santo / la navidad

¿Cuándo es tu cumpleaños? Mi cumpleaños es el ____ de ____.

¿Cuándo celebramos ____? El ____ de ____

Cultural Insights

In Spanish there are several differences with regard to days and dates. The first day on the calendar is "lunes", not "domingo". Also, capitalization is minimized: the days of the week, months of the year and holidays are not capitalized.

The fifteenth birthday is very important to the Spanish girl. As financial means permit, a coming out party is organized by the families to introduce their daughter to society. This is one of the few examples of a birthday being more important than a Saint's Day. One's Saint's Day is the day of his Catholic Saint as determined by his name. On the Saint's Day, a fiesta is held; girls are frequently serenaded by a band early in the morning. One of the songs that is invariably included is "Las mañanitas", sung to commemorate both the birthday and the Saint's Day.

Towns, too, have a "día de santo". Usually there is a big fair which may last several days, depending upon the wealth of the town. There are sporting events, games, music and refreshments.

The piñata, very popular in Mexico and some parts of Central America, is present at all fiestas. In its traditional form, it is an earthenware jar decorated with paper, displaying a veritable rainbow of colors and resembling a geometric shape, an animal, a person, or any other object. When nearly completed, it is filled with candies, peanuts, coins and small toys. During the fiesta, it is suspended on a rope, frequently over the patio, and blindfolded youngsters take turns swinging a stick in an attempt to break the piñata. When this is accomplished, all rush into the central area and partake of the spilled contents.

Christmas is celebrated everywhere in Spanish-speaking countries, but in different ways. In Mexico the season begins on December 16th with the first day of the nine day celebration called "las posadas", which commemorates the trip to Bethlehem and the search of Joseph and Mary for a place for her to give birth to the "Niño Jesús". On the night of the 24th, "la nochebuena", when the birth place was found, a fiesta is held in the center square to commemorate the occasion. In both Spain and Mexico on "la nochebuena" the family gets together to have the traditional "cena de navidad" which corresponds to our Christmas dinner. After eating, they sing carols in front of the family "nacimiento"--manger scene. At midnight the families attend together high mass or "misa de gallo", returning home for special goodies and socializing until early morning. A custom peculiar to Spain is the New Year's Eve celebration "noche vieja". Again families get together for a special dinner; this time it culminates with the midnight custom of "tomar las uvas". To secure a year of good luck, every person tries to swallow a grape at each stroke of the twelfth hour. In both Spain and Mexico gifts are not given to the children on Christmas day but rather on January 6th, "el día de los reyes magos". The preceding evening, children fill their shoes with hay and leave them on the balcony. When the Three Kings arrive on their camels, the camels eat the hay and the Kings leave the gifts. This could be likened to American children leaving cookies and milk for Santa Claus.

Pronunciation

Provide pronunciation practice with words containing /h/ and /j/.

Suggested Activities

Divide the class into twelve groups and hold each one responsible for making and illustrating a different, one month calendar. When they have been completed, organize a display which will provide for ongoing activities relative to calendars, birthdays, fiestas and other important dates.

Have the twelve groups determine the holidays that fall in their months.

Play "Pasado-futuro" using the days and months. Begin with a day -- "miércoles" --; say "y dos"; the students answer "viernes". The teacher continues "menos uno", and the students say "jueves". When the students demonstrate a reasonable facility with their handling of the days, the teacher may work with the months. Enthusiasm may be generated by playing this with teams.

Show frames 12 through 28 of filmstrip #15, "Spain, Andalucía" from The Hispanic World series to illustrate a typical Spanish folk festival.

Teach some Christmas carols.

Make a "piñata" with the class. (See page 41) "Cerditos de barro" or "botes" can be made in the same manner. Those students not working on the "piñata" can make "cerditos", "botes", or other decorations. A motivational technique may include presentation of the Baltimore County OIMS Media Library film "La piñata", if available.

Organize a class fiesta for "la navidad", "el año nuevo" or "el día de los reyes magos" and teach several of the songs and games which are characteristic of such a celebration. Utilize the class-made "piñatas" and other decorations from a previous experience such as paper flowers, pictures and drawings.

Let the students make and wear for the fiesta typical Mexican costumes as described in Sal y Sabor de México, pages 143-161.

Have the students put on a puppet show as part of the fiesta. Some can design the stage set while others make the puppets from such materials as paper bags, socks, papier-mâché, and fabric. Another group can write the script for the show.

Recreate the custom of "tomar las uvas". (See the Cultural Insights for an explanation of the custom) Tell each student to bring to class twelve raisins in a cup. The raisins are to be used instead of the grapes for convenience sake. Reproduce the twelve strokes of midnight by means of any device available.

Teach either "las mañanitas" or "feliz cumpleaños" and sing them throughout the year as the students' birthdays occur. (See page 43)

Make a list of words on the chalkboard which contain the letters /h/ and /j/. Write the words one by one; call on groups or individuals to pronounce and spell each word. Then dictate each word for the students to write, providing immediate reinforcement after each word. Some words which are suitable for this exercise are as follows:

hasta	hoy	Juan	jueves
hola	hay	jai-alai	junio
hombre	historia	jugar	julio

Plan an activity on making Christmas or birthday cards. This may be approached in several ways. Ask students to bring in materials for making their own original cards, or have them bring in a used card which may be modified by covering the English greeting and writing a Spanish one.

Have the students work the two crossword puzzles on the days and months of the calendar in Manual: Outline of a Suggested Organization for First Level Spanish on pages 167 and 173.

Supplementary Materials

Making a Piñata

Piñatas are constructed in the following manner:

Make a base for the selected animal or object. Balloons are excellent, or chicken wire can be used.

At the top or bottom of the balloon weave a piece of string into the layers of papier-mâché which will serve as a loop from which to suspend the completed piñata.

Make your papier-mâché base from wallpaper paste, flour and water, regular white school paste and water, Elmer's glue and water, or liquid starch. This mixture should be of a paste-like consistency and not too thin.

Put this mixture into a basin or large, flat bowl. Dip long, thin strips of newspaper into this mixture. Overlap these strips making two to four layers on the base. Make sure that the form is strong enough to hold the goodies and not so thick that it won't break. LEAVE A SMALL OPENING FOR CANDY OR TOYS TO BE PUT INSIDE.

A paper towel layer can be added on top of the newspaper if the papier-mâché is too wet. This absorbs the excess moisture and also gives a very smooth finish.

ALLOW AMPLE TIME FOR THE PAPIER-MÂCHÉ TO DRY COMPLETELY.

When the form is dry, break the balloon, and put in candy or toys; then cover up the hole with papier-mâché.

Decorate the piñata with such materials as brightly-colored crepe paper, tissue paper, colored foil, angel hair, or cotton.

Audiovisual Aids

Songs "El uno de enero" and "Las mañanitas". Escuchar y Cantar. Holt Rinehart

Christmas carols. Villancicos Populares. Goldsmith Music Shop, Inc.

Filmstrip #A-188-6. "El cumpleaños de Carlos", Frames 1-26. Elementary Spanish for Young Americans. Society for Visual Education (S.V.E.)

Filmstrip #15 - "Spain, Andalucía", Frames 12-28 - The Hispanic World. Holt Rinehart Winston

Filmstrip #5F, "Days of the Week, Months of the Year". Sound Filmstrips. Eye Gate House, Inc.

Filmstrip #6, "El cumpleaños de Miguel". Spanish for Elementary Schools, Set 1. McGraw Hill

Teacher-made transparencies of pages 161, 163, 169, 175, 179, 183 in Manual: Outline of a Suggested Organization for First Level Spanish. Baltimore County

Selected flashcards - Sections VI, XX. Spanish Flash Card Kit. Wible Language Institute

FELIZ CUMPLEAÑOS

La canción cantamos,
La canción cantamos
Que tú tengas feliz
Cumpleaños ____(nombre)____.

La cantamos a ti,
La cantamos a ti.
¿Cuántos años tienes?
____(número)____, y uno más.

WHAT'S YOUR FAMILY LIKE?

Objectives

The student should be able to:

identify members of his family

describe his family and its members

indicate some of the differences between family life in the United States and in Spanish-speaking countries

demonstrate skill in telling names and ages of other people

distinguish between and pronounce the intervocalic /r/ and the /rr/

identify selected parts of the body

Conversational Frames

¿Cómo es tu (la) familia? Es pequeña.
Es grande.

¿Cuántas personas hay en tu (la) familia? ¿Hay ____ personas?

¿Quién es _____? Es

el	(mi)	padre
el	(mi)	hermano
el	(mi)	hijo
el	(mi)	tío
el	(mi)	abuelo
la	(mi)	madre
la	(mi)	hermana
la	(mi)	hija
la	(mi)	tía
la	(mi)	abuela

¿Cómo es _____ ? Es

alto (a)
bajo (a)
gordo (a)
flaco (a)
inteligente
tonto (a)

¿Cómo se llama _____? Se llama _____.

¿Cuántos años tiene _____? Tiene _____ años.

¿Qué hay en la cara? Hay

la	nariz
la	boca
los	ojos
las	orejas

¿Dónde está el pelo?	Está en	la	cabeza
la mano?		el	brazo
el pie?		la	pierna

¿Con qué miras la televisión?	Con los ojos
cantas?	la boca
montas en bicicleta?	las piernas
tocas la guitarra?	las manos
juegas al fútbol?	los pies
escuchas la radio?	las orejas

Cultural Insights

The family is the basic social unit in Hispanic culture. As mentioned in reference to the fiesta (Experience 6), family members and friends of all ages take part in the activities.

The father has the final word in the decision-making process in the family. Though he is both the disciplinarian and central force in his home, the family is still considered matriarchal. In most instances, the mother remains in the house to do household chores and raise the children; she leaves the house to do the marketing and other home-related chores. Utmost respect is granted both parents by all of the family members.

The eldest son is groomed for the role of head of the household. When the father of the family is absent or in some way incapacitated, the son assumes his duties. He must protect the younger children in the family and keep careful watch over their outside activities.

A "dueña" protects the unmarried girls. Though the system now seems to be fading, the custom of an older woman in the family accompanying a young lady has been important. Previously a young lady could not leave the house to go to town or to meet her intended without her "dueña", usually an aunt or grandmother. She was always present at a discrete distance.

Older people in a family enjoy a position of esteem. As part of the reverence accorded elders, families welcome them into their homes at any time; a family would not think of sending a relative to an old-age home.

"Señora" refers to a married woman, "señorita", to an unmarried one. "Señor" refers to a man. These terms precede the last name and are quite formal. "Don" is used before a first name to show respect; the term "doña" is placed before a woman's given name to show similar respect.

Each Hispanic person has two last names -- the family name and the mother's maiden name. For example, María Fernández Colón has a mother whose maiden name was Colón; her family name is Fernández. The surname is actually the middle name. If she were to marry José García Obregón, she would become María Fernández Colón de García, adopting the "de" and her husband's family name. If they have a son, Jorge, his name would appear Jorge García Fernández.

Pronunciation

Practice making the sounds /r/ and /rr/.

Suggested Activities

Construct with the class a mobile of three generations of a family. Begin with an "abuelo" and an "abuela" at the top; have a "madre" and a "padre", a "tío" and a "tía" on the next level; include in the third level their "hijos". There should be construction paper or tagboard cards for either each generation or each person. On one side write the complete names of the people and on the other side their relationships. The mobile should be used to both introduce and reinforce the vocabulary of the experience.

Play "Me llamo". Aid students in making masks which distinguish age and sex, e.g. mother, father, son, daughter. Masks may be made from paper bags with yarn added for hair; Halloween masks may also be used. Write a list of last names on the board. Select several students, representing three generations and both sexes, to wear the masks and tell what their full names are, using all last names. They are also to tell how they are related to the other people wearing the masks. When these people have finished, select another group to repeat the process.

Arrange the class in a circle around the room and assign each student a number, beginning with number one and continuing consecutively. The first person begins the game by saying, "Tengo un año" and then calls the number of another student (e.g. ocho) who must immediately answer, "Tengo (ocho) años" and then call another number. The game continues in this manner. When one person misses, he drops to the last place and all people after him move up one number.

Acquire several dozen balloons, cardboard, an ample supply of masking tape and either waterproof markers or tempera paint. Blow up the balloons and tape cardboard to them to represent feet and hands. Each student should make his own balloonman, complete with painted face, demonstrating one of the adjectives of size: "pequeño", "grande", "alto", "bajo", "gordo" or "flaco". Several balloons may be taped together, if desired. Upon completion, he should assign a name to his person and introduce him to the class; e.g. "Juan es alto". Have the class repeat the identification and call on another student to make an introduction.

Assemble with the class a large cardboard or tagboard person. Separate the body parts at the joints; e.g. one piece for upper arm, one for forearm. Attach all connecting parts with paper fasteners so that each body segment is movable, then tie a piece of thread to a central place on each part so that the body segments will move when the strings are pulled. Select several students to review, by pulling the strings, various parts of the body after they have been similarly indicated by the teacher.

Introduce the words "derecho" and "izquierdo", first by themselves and then combined with parts of the body. Then play the game "Simón dice", Simon says, using the same rules as are used for playing the English version.

Review the pronunciation difference between the Spanish /r/ and /rr/. For practice employ the pronunciation exercises found on page 51 of The Sounds of English and Spanish by Robert P. Stockwell and J. Donald Bowen, or use the following words:

caro	carro	raro
cero	cerro	rey
pero	perro	rojo
foro	forro	ron
coro	corro	río
para	parra	res

Then have each student write one word that contains /r/ and one that has /rr/. Remember to indicate the fact that an initial /r/ is pronounced /rr/. Call on one student to read his two words; repeat the words, making any pronunciation corrections necessary; have the class repeat the words. The next student must again repeat the words, and then add his two; repeat all four words and have the class do the same. Each student in turn repeats the previous words and then adds his own two. Follow the above mentioned pattern until there are a total of eight or ten words in the pattern. Begin a new pattern with another student's words.

Use the lyrics to the first verse of "Arroz con leche" (Escuchar y Cantar), to conduct a listening-pronunciation exercise. Write the words on the board, leaving blanks for all "r"s and "rr"s. Play the record and have the students write the correct missing letters. Sing the song with the class. Choose students to demonstrate the action verbs, then sing the song again as the students so selected do the indicated actions.

Play "Buscapalabras" with the class. Have them circle the twelve vocabulary words about the family and the parts of the body. The correct answers are: "hermano, mano, madre, hijo, boca, padre, cabeza, hija, ojo, tio, abuelo, familia". (See page 48)

Audiovisual Aids

Song "Arroz con leche". Escuchar y Cantar. Holt Rinehart Winston

Filmstrip #188-3. "Con la familia", Frames 1-13. Elementary Spanish for Young Americans. Society for Visual Education (S.V.E.)

Filmstrip #1. "Los parientes de Miguel". Spanish for Elementary Schools, Set 2. McGraw Hill

Filmstrip #5D. "The Head and the Body". Sound Filmstrips. Eye Gate House, Inc.

Transparencies #4, #7, #9, #39. Visuals for Foreign Language Instruction. Tecnifax Corp.

Appropriate flashcards - Category D, "La familia". Entender y Hablar Flashcards. Holt Rinehart Winston

Selected flashcards - Section V. Spanish Flash Card Kit. Wible Language Institute

Buscapalabras

In this puzzle there are fourteen vocabulary words which deal with parts of the body and members of the family. Encircle each word you find, then write them in the spaces below :

S O M O S M A N O D E J A T E
C H U T O O A L A S C I N C O
H I J A S J S I M P A D R E L
I T A L K O N O S O T R O S I
Z O R U A R P L I S O O S C A
H O R A H A E A T I Ñ O L U M
E B O C A Q L S I T Z B O C A
R O L U Z A O T O O Ñ O T A N
M C C C H I Q U E T I T O R C
A I L A S A B U E L O I C T A
N T I R M E S E R A H N O I B
O A T A C N F A M I L I A C E
C H I J O T O S T O S E L U Z
E L A S A C A R A J O L I L A
C A R N T A L M A D R E Z O N

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

WHAT DO YOU LIKE TO EAT?

Objectives

The student should be able to:

express what he wants to eat and drink

name the meals of the day and when they are eaten

voice a need to eat and drink

state the names of various utensils in the table setting

recognize some typical foods and how they are prepared

distinguish between and pronounce the two sounds [b] and [β] of the letters /b/ and /v/

Conversational Frames

¿Qué quieres comer?	Quiero	sopa carne pescado legumbres ensalada pan frutas
¿Qué deseas tomar (beber)?	Deseo	café leche té agua vino sangría (una) bebida
¿A qué hora tomas el desayuno? el almuerzo? la comida?		Tomo _____ a las _____.
¿Qué te gusta?	Me gusta	el gazpacho el flan el taco la paella la tortilla la enchilada
¿Por qué comes mucho? bebes		Porque tengo hambre sed
¿Tienes hambre? sed?		Sí, tengo _____. No, no tengo _____.

¿Qué pones en la mesa?	Pongo	el mantel	la servilleta
		el tenedor	la taza
		el cuchillo	la cuchara
		el plato	la cucharita
		el vaso	la copa

Cultural Insights

Meals are served at definite times of the day in most Spanish-speaking countries. "El desayuno" may be served between 7:30 and 11:00 in the morning. A person may eat "el desayuno" around 8:00, and then around 10:00 to 11:00 he will have "la merienda". This isn't a total meal; it corresponds to a snack which will hold off hunger until he eats a large meal. Around 1:00 to 3:00 most Spanish-speaking people take a "siesta". This is a short period of rest after the heavy afternoon meal which is called "el almuerzo" in Spain or "la comida" in Mexico. The "siesta" is a time to rest, socialize or complete activities that need attention. About 5:00 to 7:00 the Spanish-speaking people usually eat "la merienda", which holds them until the evening meal. This late meal is called "la cena"; it begins anywhere from 9:30 to 11:30.

Some Spanish-speaking people have customs of courtesy that are used when eating. Before eating a meal one person may turn to another, lifting a plate, and say, "Would you like this?-- ¿Gusta?" The other might say, "Please enjoy it yourself-- Gocelo usted". If friends stop to chat with others who are eating, they will say "May you enjoy the meal" -- ¡Que le aproveche!" Friends may be celebrating a special occasion during which the Spanish-speaking people usually give a toast: "Salud, amor, pesetas, y el tiempo para gastarlas."

The Spanish-speaking people seldom call out to gain the attention of a waiter. The signal "psssssst" is used; sometimes the customer may clap his hands quietly.

The Spanish dish call "paella" was derived from two words "para" and "ella". One story is told of the history of this word. A queen was visiting a town, and the people wanted to make a special meal for her. Various foods were prepared in one dish which was especially "for her".

Mexicans use parts of cactus plants for food. Salads are made from cactus flowers. The seeds of some plants are ground into a meal which is made into cakes. Water can be obtained from some cactus plants in the desert, and several alcoholic beverages are made from the maguey plant.

The flavor of food varies in Spanish-speaking countries. Mexican food may be mild to hot depending on the intensity of the spices that are used. Spanish food generally is not spicy in taste. Mild spices are used to prepare Spanish food especially in mixtures of rice, seafood and olive oil.

Pronunciation

Teach the pronunciation of the two sounds [b] and [β] of the letters /b/ and /v/.

Suggested Activities

Duplicate a map of Latin America and distribute one to each student. Indicate the principal products that are edible. Products should include "plátanos",

"café", "azúcar", "pescado" and "carne". Mention the fact that coffee, bananas and sugar are grown in the tropical zone; fish is abundant in Peru and Chile because of the vast coastline, and the great meat industry is centered in Argentina, Uruguay and Paraguay. Use a wall map to help the students locate the countries on their maps. Aid the students in designing symbols to indicate and label the product centers on their maps.

Request that the students bring in illustrations of food, especially any from Spain and Latin America. Divide the pictures into categories such as beverages, meats and fish, desserts, Spanish food and Latin American food; form collages for each category to put in the scrapbook.

Play the game "La comida en casa de Carmen" having the students read the story by guessing the appropriate Spanish words represented by the drawings. (See page 54)

Aid the class in making menus. The menus should include principally food studied in class; the menu selections should be limited. When these are completed, have some of the more advanced students present short sequences in which they coordinate the conversational frames with their menu selections.

Have the students enact the play "La comida típica" in order to reinforce the various food and drink expressions and cultural insights. (See page 52)

Prepare a Spanish recipe with the class. Arrange with the Home Economics department a time when the class may use the cooking facilities. The class may try making "flan", a Spanish type of custard pudding either from a prepared mix or a regular "flan" recipe. (See page 52)

Plan a field trip to one of the many Spanish or Mexican restaurants in the Baltimore-Washington area. To increase the students' use of Spanish secure a menu from the restaurant ahead of time. Make copies of the selections, and during class have the students practice ordering their meals in Spanish.

Play "En la cesta hay ...". This is an add-on game in which one student begins "En la cesta hay pan"; the next student will say "En la cesta hay pan y vino" and so on.

Use several visual aids to introduce and review materials found in the place setting. Bring to class actual materials for a place setting for "ponga la mesa". For "ponga la mesa" divide the class into two teams; have a student from one team hold up something and ask "¿Con qué usamos esto?" A student from the other team must identify what is being held and something edible with which it is used. If the first student holds up a spoon, someone from the other team might answer "Usamos la cuchara con la sopa." Then the person who answered correctly would come to the place setting and show the other team something to identify by name and usage.

Teach the song "El barco chiquitito" found in Escuchar y Cantar. Review first the pronunciation of the sounds [b] and [ɸ].

Conduct a pronunciation activity to practice the sounds [b] and [ɸ]. Reference may be made to The Sounds of English and Spanish by Robert P. Stockwell and J. Donald Bowen, pages 47-48, or use the words listed below:

[b]	[ɸ]
bicicleta	escriba
bailar	sábado
veinte	navidad

[b]	[β]
ventana	nueve
bandera	la boca
blanco	Roberto
verde	televisión

Audiovisual Aids

Filmstrip #4, "A Typical Restaurant", selected frames. Spanish Audio Visual Language Series. Pathescope-Berlitz

Transparencies #4, #5, #29, #31, #34, #35. Visuals for Foreign Language Instruction. Tecnifax Corp.

Selected flashcards - Sections IV, IX, X. Spanish Flash Card Kit. Wible Language Institute

Appropriate flashcards - Category I, "Food and Meals". Entender y Hablar Flashcards. Holt Rinehart Winston

Supplementary Materials

Flan

8 tbsp. sugar
1 tsp. water
2 cups milk
3 whole eggs
1/2 tsp. vanilla

Preheat the oven to 325°. Place water and 6 tablespoons of sugar in a baking dish and heat over a very low heat until the mixture is a golden syrup. Cool to harden. Beat together the milk, beaten eggs, vanilla and 2 tablespoons of sugar; pour over the caramel. Put in a larger pan with water, 1/2" deep, and bake for 1 to 1-1/2 hours until a knife inserted in the center comes out clean. Remove the flan from the oven. Chill. Invert onto a platter and cut into squares to serve. Makes 4-6 servings.

La comida típica

Scene: A typical Spanish restaurant with white walls, decorated with such items as a bullfight poster, a wine skin, and colored tiles. Prominently displayed is a large menu containing the following:

PAELLA.....50 ptas
GAZPACHO.....25 ptas
SANGRÍA.....15 ptas
FLAN.....20 ptas

The set should also contain a table with eating utensils and chairs.

Characters: "El camarero" dressed in a typical Spanish costume
"La turista" dressed so as to exaggerate American tourist characteristics

The waiter is busy setting the table when the tourist enters, glancing curiously at the decorations.

Camarero: Buenas tardes, señorita.
Turista: Buenas tardes. ¿Qué hay de comer?
Camarero: Tenemos excelentes comidas típicas.
Turista: ¿Comidas típicas?
Camarero: Sí, señorita... (Points out the large menu on wall) ... la paella, el gazpacho, la sangría.
Turista: ¿Qué es la paella?
Camarero: Es una comida con arroz, pollo, chorizo, pescado, y legumbres.
Turista: ¡¡¡Chorizo!!!
Camarero: Sí, es un "hot dog" español.
Turista: Quiero comer paella.
Camarero: ¿Y para beber?
Turista: Deseo..... emmmmm.....
Camarero: ¡Sangría!
Turista: ¿Qué es?
Camarero: Es una bebida con vino y frutas.
Turista: Está bien.
Camarero: Y de postre, ¿Qué desea?
Turista: (Pointing at poster) Quiero eso.
Camarero: Flan, ¿verdad?
Turista: Sí, por favor.
Camarero: Usted es una turista con buen gusto.
Turista: (Holding stomach and grimacing) Sí, y probablemente con un estómago horrible.

La comida en casa de Carmen

Hay 3 personas en la familia López, el ,
la , y Carmen. Son las de la , y
Carmen pone el , la y el en la
. La familia come , y
De postre hay . El padre de Carmen quiere
vino, la madre va a tomar una de café, y Carmen desea
tomar un de limonada.

WHERE DO YOU WANT TO TRAVEL? WHAT DO YOU WANT TO SEE?

Objectives

The student should be able to:

name and pronounce correctly selected important cities of Spain and Mexico

identify common modes of transportation

indicate articles of clothing that may be purchased in a Mexican market

describe in general terms the weather by indicating the temperature

convert prices from dollars to "pesos" and "pesetas" and from "pesos" and "pesetas" to dollars

pronounce accurately the sounds [d] and [đ] of the letter /d/

demonstrate through words and gestures a knowledge of the bargaining system of the Latin American marketplace

mention some conditions that might be met while traveling

Conversational Frames

¿A dónde vas a viajar?	Voy a viajar a	España
		Madrid
		Barcelona
		Sevilla
		México
		Guadalajara
		Veracruz
		Acapulco
		Taxco
¿Cómo vas a ir a _____?	Voy a ir en	coche
	en	autobús
	en	bicicleta
	en	barco
	por	tren
	por	avión
	a	pie
¿Qué vas a comprar?	Voy a comprar	un sarape
		un sombrero
		un bolso
		un traje
		una falda
		una blusa
		una camisa
		una mantilla
		unos zapatos
		unos guaraches
		unos pantalones

¿Qué tiempo hace en _____? Hace calor
frío
fresco
buen tiempo
mal tiempo

Cultural Insights

The monetary units in Spain and Mexico are "pesetas" and "pesos" respectively. The rate of exchange is constantly changing, however. At present and generally speaking, sixty "pesetas" is equal to one American dollar. Twelve and a half "pesos" is equal to one American dollar.

The faucets in Spanish-speaking countries may present a temporary problem to the traveler since the letters "C" for "caliente" and "F" for "fría" are used. Some hotels overcome this problem by marking the hot faucet red and the cold faucet blue.

A tourist may find that sometimes businesses and stores are closed when he desires to buy souvenirs or gifts. On Sunday, businesses and stores are closed. Some places close on Monday also. During the "siesta" business is usually suspended for two hours of the working day.

People in Spanish-speaking countries generally tend to dress rather formally. Women wear skirts and blouses or dresses, and men wear suits and ties. Formal attire is required in public places such as restaurants, theaters and museums. However, in many resort areas sportswear is acceptable and is becoming more popular. The native costumes are rarely seen except during "fiesta" time.

Most of the Spanish-speaking countries use modern methods of transportation. In the rural areas, animals such as the oxen, horse and donkey are still used for transportation. Highways and good roads can be found in and around the large cities. The Pan American Highway, when completed, will join the North and South American continents.

The measure of distance that is used in most Spanish-speaking countries is the kilometer. A kilometer is 5/8 of a mile. Thus when the maximum speed is 70 KPH, multiply that number by 5/8, and you will find that the equivalent is roughly 45 MPH.

Shopping in Latin America takes two forms. In the shops there are fixed prices, "precios fijos". In the market place one must bargain.

Pronunciation

Teach the two different sounds [d] and [đ] of the letter /d/.

Suggested Activities

Have the students make posters of Spanish and Mexican scenes.

Take an imaginary trip. The student can draw a picture map of the various places visited.

Have the students act as tourist guides; ask them to give a floor talk on a building or location in "Buscavia." (See page 61)

Make a comic strip about a tourist buying and bartering in the marketplace.

Aid interested students in making a Spanish shawl. Select a 36" square of cheesecloth. Paint it red or black on white. Make flowers from crepe paper. Tack the flowers on the part of the shawl that falls across the back. Cut a 6" width of crepe paper for the fringe. About 4 yards of fringe will be needed. Cut the fringe into a depth of at least 5"; allow 1" for sewing to the shawl.

Introduce various aspects of Hispanic cities and countries by showing selected frames from any of the following filmstrips in The Hispanic World: #2 Mexico; #3 Guatemala; #14, #15, #16, #17 Spain. Two additional filmstrips which may be used are "Let's Journey Through Mexico", parts I and II, Gessler.

Make a transparency or use a wall map of Mexico to show several important cities and relative distances between cities. Write the distance in miles and have the students convert it to kilometers. Review the different types of transportation with the students and then indicate two cities and ask which types of transportation may be used to travel between the two points. Include places which utilize all the forms of transportation presented in this experience.

Play "Juego de turista" with several groups of students. (See page 60) Since this is a self-perpetuating game, only the beginning block need be assigned. The beginning point may be either block 1, 2, 3, or 4. The game proceeds as follows: one group begins on block 1; if it correctly identifies "dlactrea", saying "Vaya a la catedral", it moves to block 5 (to the picture representing the unscrambled word). The next group, beginning in block 2, goes to block 6, but cannot identify the scrambled word; therefore the second group must go back one block to block 5. Each team may only advance once during each round, either forward for a correct answer or back one space for an incorrect answer. The game ends when one team arrives at block 25.

Organize a marketplace. Ask the students to bring objects to barter. Display the objects. Help the students with the concept of bartering. Each party who trades should try to promote his object by showing it advantageously. Show the students the gesture "la mitad" which is used in bargaining. "La mitad" is indicated by using one index finger held stiffly across the other at right angles, one of them toward 12 o'clock, the other toward 9. This gesture indicates that the price should be cut in half. A mural of sombreros, pottery and baskets can be drawn to serve as a background and to add authenticity.

To practice the pronunciation of the sounds [d] and [ð], make use of pages 44-47 in The Sounds of English and Spanish by Robert P. Stockwell and J. Donald Bowen, or use the following words:

[d]		[ð]	
días	domingo	veintidos	sábado
dos	doce	estudiar	buenos días
diez	dólares	cuaderno	pirámide
dormir	dónde	ciudad	cansado

Suggested Activities

Teach the songs "Santa Marta" and "La cucaracha" found either on the Baltimore County songs tape which accompanies this guide or from another source. Ask the students to illustrate them. (See page 59)

Engage the students in a wood painting project. Have them create a wood painting in a style reminiscent of the style used by the Indians in southern Mexico. First, plan with the students a simple design to be executed in several colors. Have the students bring in pieces of wood or wooden objects to be painted. Keeping track of the sequence in which the colors are applied, the students should begin by painting with tempera one coat of one color, and then allow it to dry thoroughly before applying the next color. Have them continue in this manner beginning with the lightest color and working towards the darkest shade. When the final color is dry, etch the design out by removing paint with a knife, or something sharp until the desired colors are obtained. Upon completion, a coat of shellac may be applied.

Tape a weather report from WFAN and see how many words the students recognize.

Play a fast paced game by having one student call the name of a month of the year to elicit from another student the appropriate weather expression.

Audiovisual Aids

Songs "Santa Marta" and "La cucaracha". Song Tape for Meeting a New Culture Through Language: Spanish. Baltimore County

Song "La cucaracha". Escuchar y Cantar. Holt Rinehart Winston

Filmstrip #4 "La tienda de ropa". Spanish for Elementary Schools", Set 1. McGraw Hill

Filmstrips #2 "Mexico", #3 "Guatemala", #14, 15, 16, 17, "Spain". The Hispanic World. Holt Rinehart Winston

Filmstrips "Let's Journey Through Mexico", Part I and Part II. Gessler Publishing Co., Inc.

Transparencies #6, #14, #18, #36, #37. Visuals for Foreign Language Instruction. Tecnifax Corp.

Teacher-made transparencies of pages 255-259 in Manual: Outline of a Suggested Organization for First Level Spanish. Baltimore County

Appropriate flashcards - Categories J, K and L, "Clothing", "Transportation", and "Weather". Entender y Hablar Flashcards. Holt Rinehart Winston

Selected flashcards - Sections VIII, XII, XV. Spanish Flashcard Kit. Wible Language Institute

Film Castillos de España, #1098. OIMS Media Library

Film Corazón de Castilla, #1099. OIMS Media Library

Film De paseo por Xochimilco, #1124. OIMS Media Library

Film Madrid, #1100. OIMS Media Library

Film México y sus contornos, #4104. OIMS Media Library

Film Castles and Castanets, #4105. OIMS Media Library

Film The Spanish Speaking World, #1097. OIMS Media Library

Supplementary Materials

Santa Marta

Santa Marta, Santa Marta tiene tren;
Santa Marta tiene tren,
Pero no tiene tranvía.
Santa Marta, Santa Marta tiene tren.
Santa Marta tiene tren,
Pero no tiene tranvía.

Si no fuera por las guaguas, caramba,
Santa Marta moriría, caramba.
Si no fuera por las guaguas, caramba,
Santa Marta moriría, caramba.

La cucaracha

El coro: La cucaracha, la cucaracha,
Ya no quiere caminar
Porque no tiene, porque le falta
Marijuana que fumar.

Una cucaracha pinta,
Le dijo a una colorada,
Vámonos para mi tierra
A pasar la temporada.

El coro:

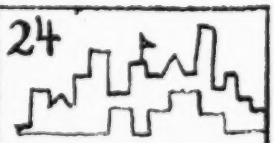
Todas las muchachas tienen
En los ojos dos estrellas,
Pero las mexicanitas
De seguro son más bellas.

El coro:

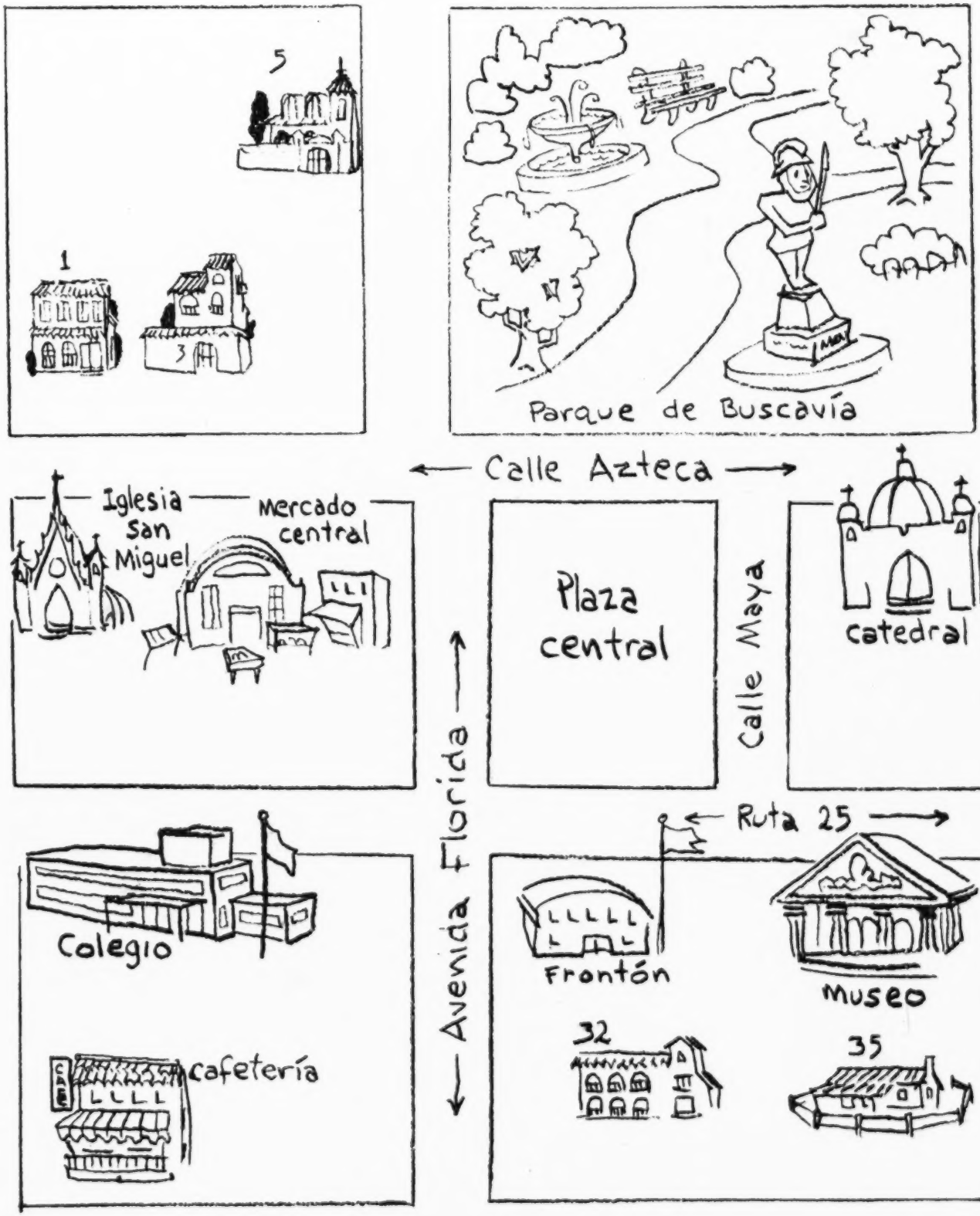
Para sarapes, Saltillo,
Chihuahua para soldados,
Para mujeres, Jalisco,
Para amar toditos lados.

El coro:

JUEGO del TURISTA

9 Vaya a la zaalp de orost	10 Vaya a la casilla núm. 12	11 Vaya a la casilla num. 14	12 Vaya a una chinadae	13 Vaya a la casilla núm. 12
8 Vaya a un ousme				14 Vaya al norótfn
7 Vaya a la casilla núm. 9				15 Vaya a la casilla núm. 22
6 Vaya a xicéom				16 Vaye a la casilla núm. 18
5 Vaya a la casilla núm. 8				17 Vaya a anampá
4 Vaya a éixcmo	20 Vaya a la casilla num. 22	19 Vaya a la casilla num. 23		18 Vaya a la anirgaten
3 Vaya a la dralcatel	21 Vaya a la casilla núm. 18			
2 Vaya a la casilla núm. 6	22 Vaya a la diudac	23 Vaya a la ripimdae		24  Vaya a la casilla núm. 23
1 Vaya a la dlactrea	START ←			25 FIN...

Plan de la ciudad de Buscavía



WHO'S WHO IN THE HISPANIC WORLD

Objectives

The student should be able to:

state in Spanish on a limited basis what people in certain occupations do

associate certain famous Spanish-speaking individuals with their accomplishments

identify selected internationally and nationally prominent Spanish and Mexican people

pronounce correctly words containing diphthongs

Conversational Frames

¿Qué hace el músico?	Toca el violoncelo. la guitarra el piano Escribe música. Dirige la orquesta.
¿Qué hace el pintor?	Pinta los cuadros.
el cantante?	Canta las canciones.
el bailarín?	Baila los bailes.
el escritor?	Escribe libros.
el periodista?	Escribe artículos
el médico?	Cura a los enfermos.
el militar?	Defiende su país.
el profesor?	Enseña en la escuela.
el estudiante?	Aprende en la escuela.
el camarero?	Sirve la comida.
el vendedor?	Vende en el mercado.
el torero?	Torea al toro.

¿Qué hace el jugador de _____? Juega al _____.

¿Qué hace el actor de	cine?	Actúa en	el cine
	televisión		la televisión
	teatro?		el teatro

Cultural Insights

Mexican art has a unique style that developed during Mexico's period of social revolution at the beginning of the 20th century. Artists such as José Clemente Orozco and Diego Rivera produced works of art in murals and paintings of the history, life and legend of Mexico.

The most famous Mexican actor is Cantinflas--Mario Moreno. He is a notable Mexican comedian whose fame is known throughout the Latin American world and Europe. Mexico produces more films than any other Latin American country.

The Ballet Folklórico is a dance troup, famous for its performances in Mexico and throughout the world. Folk dances in stylized form from the various regions of the country are presented to the accompaniment of indigenous music played

on authentic native instruments. The brightly-colored costumes worn by the performers are representative of those worn in the particular areas.

The greatest Spanish painters who lived prior to the 20th century were El Greco (Domenico Theotocopuli), Francisco de Goya y Lucentes, Diego Rodríguez da Silva y Velázquez, and Bartolomé Esteban Murillo. Among the outstanding modern-day Spanish painters are Salvador Dalí, Joán Miró, and Pablo Picasso, who resides in France. Both Dalí and Miró are considered surrealist painters.

The most famous writer of Spain was Miguel de Cervantes Saavedra, who wrote Aventuras del ingenioso hidalgo Don Quijote de la Mancha. This masterpiece had a tremendous impact on world literature, so great an impact that the word "quixotic" has come into English to describe something or someone that is visionary, idealistic, impractical or impracticable.

Many Spanish musical performers have gained international acclaim and have helped to bring much previously unknown Spanish music to the world's attention. Some of these are Pablo Casals, an outstanding cellist, who now resides in Puerto Rico; Andrés Segovia, considered by many the greatest living performer of the classical guitar; Alicia de la Rocha, an internationally known pianist; José Iturbi, also a distinguished pianist as well as a conductor; Carlos Montoya, a virtuoso interpreter of the "flamenco" style of guitar playing; and Xavier Cugat, who has popularized Spanish and Latin American rhythms. Spain presently boasts three internationally-renowned opera singers who enjoy much popularity: Victoria de los Angeles, Monserrat Caballé, and Placido Domingo. The most brilliant interpreters of the Spanish dance have been La Argentina, Carmen Amaya, and José Greco.

Bullfighting is considered an art rather than a sport. Several important artists of the "corrida de toros" who have become almost folk heros are Manolete, Belmonte, and El Cordobés. Spanish-speaking people are great sports enthusiasts. Outstanding athletes enjoy great popularity both in their native countries as well as in the United States. Some currently well-known personalities are Manolo Santana of Spain and Pancho González of Mexico. Because soccer in the United States does not enjoy the popularity that it does in Spain and Latin America, the names of the outstanding soccer players are not known to the average American, but to the Spanish-speaking people these men are as important and popular as our outstanding baseball and football players are in the United States.

Many of the stars of American athletics are from Spanish-speaking countries. For example, in baseball Luis Aparicio, Miguel Cuellar, Roberto Clemente, Chico Salmón, and Juan Marichal are very popular. Lee Treviño and Chichi Rodríguez are well-known golfers.

As in the United States, modern music is very popular among Spanish-speaking people. There are both favorite groups and favorite individual singers. Currently some of the popular singers are Raphael from Spain and José José, Pedro Infante and the Trío Los Panchos from Mexico.

Pronunciation

Emphasize the correct pronunciation of Spanish diphthongs.

Suggested Activities

Utilize pictures from back issues of ¿Qué tal?, El sol or other student magazines as visual aids for depicting various occupations.

Assign several students topics such as "actores de cine", "toreros", "jugadores", "cantantes" and have them find information on the people who are presently important. Include researched information and any available pictures in the class scrapbook, and make use of them in a presentation to the class.

Obtain records, principally from library and private sources, of both classical and present-day popular music. Play the records for the class giving some background on the artist or the music, which ever is more appropriate.

Use the record Mexican Folk Dances, Bowmar Records or Pan American Folk Dances, Spanish Music Center, to teach a simple dance to the class.

Show the frames from filmstrip #18 "Spain: El Escorial, Aranjuez, La Mancha". The Hispanic World, that tell the story of Don Quixote de la Mancha. Based on the information presented, have the students draw a mural of selected episodes of the story.

Plan an imaginary visit to the Prado or other important museum. Use art books or prints to show illustrations of what can be seen at the selected museum.

Play "¿Quién soy?". Write on separate pieces of paper the names of several important people of Spanish and Mexican culture who have been referred to during class discussion. Have a student select a slip of paper and sit in the front of the room, answering questions posed by his classmates about his profession and later himself. Sample questions may include the following: "¿Es usted español? ¿Es usted un hombre? ¿Es usted músico (actor, cantante)?" It will be helpful to teach the words "vive" and "murió". When the famous person has been identified, another student should repeat the process.

Reinforce the vocabulary of the experience by having the students dramatize or mimic for class identification the professions that have been studied.

Encourage the students to bring in newspaper and magazine articles that deal with a cultural aspect of Spain or Latin America. These may be organized and included in the scrapbook.

Emphasize the correct pronunciation of diphthongs, conducting a choral repetition of the following words:

hay	cuantos	yo	cuento
familia	seis	adiós	voy
agua	veinte	radio	muy
gaucho	siete	bueno	ciudad

Sing for review and pronunciation practice the songs learned during the year. It might be enjoyable to teach an easy, currently popular song to the class. The two Latin albums of Trini López contain good selections.

Arrange a visit to a museum that contains an exhibit of Spanish or Latin American art. The National Gallery of Art in Washington, D.C. has a permanent collection of Spanish art.

Play the game, "¿Qué hace?" (See page 65)

Audiovisual Aids

Filmstrip La pintura moderna española. Gessler Publishing Co., Inc.

Filmstrip La pintura clásica española. Gessler Publishing Co., Inc.

Filmstrip #8 "Spain: El Escorial, Aranjuez, La Mancha". The Hispanic World. Holt Rinehart Winston

Transparencies #17, 18, #20, #21, #22, #23, #25. Visuals for Foreign Lenguage Instruction. Tecnifax Corp.

Appropriate flashcards - Categories D, E, G, H, "People", "Location", "Amusements" and "Sports". Entender y Hablar Flashcards. Holt Rinehart Winston

Selected flashcards - Section XXI. Spanish Flash Card Kit. Wible Language Institute

Film Maestros de la pintura, #1699. OIMS Media Library

Film Andrés Segovia--Guitar--Intimate Visit, #5095. OIMS Media Library

Record Mexican Folk Dances. Bowmar Records

Record Pan American Folk Dances. Spanish Music Center

Magazine ¿Qué tal?. Scholastic Publications

Magazine El sol. Scholastic Publications

Supplementary Materials

¿Qué hace?

Match each phrase in column B with a name of the person or with the name of a profession in column A. Every correct item is worth one point. The player with the highest score wins the game.

	B	A
1 ____	juega al golf	A Xavier Cugat
2 ____	toca el violoncelo	B El médico
3 ____	enseña en la clase	C Salvador Dalí
4 ____	torea en la plaza	D El estudiante
5 ____	lleva los platos en el restaurante	E Andrés Segovia
6 ____	canta muy bien	F Pablo Casals
7 ____	juega en el frontón	G El vendedor
8 ____	actúa en el cine	H José Iturbi
9 ____	trabaja en el hospital	I José Greco
10 ____	escribe canciones	J Lee Treviño
11 ____	trabaja en el mercado	K "Raphael"
12 ____	pinta los cuadros	L El camarero
13 ____	viaja en las vacaciones	M "Cantinflas"
14 ____	baila en el teatro	N El turista
15 ____	escribe novelas	O El Cordobés
16 ____	toca la guitarra	P El profesor
17 ____	dirige la orquesta	Q El jugador de jai-alai
18 ____	aprende español	R Miguel de Cervantes

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Books and Periodicals

Jarrett, Edith Moore. Sal y Sabor de Mexico. New York: Houghton Mifflin Company. 1944

Stockwell, Robert P. and Bowen, J. Donald. Sounds of English and Spanish. Chicago, Ill.: University of Chicago Press. 1965

El Sol. Monthly. Dayton, Ohio: Scholastic Magazines, Inc.

Qué Tal. Monthly. Dayton, Ohio: Scholastic Magazines, Inc.

Curriculum Guides

Baltimore County Public Schools. Outline of a Suggested Organization for First Level Spanish. Towson, Maryland: Board of Education. 1969 (Yellow)

Baltimore County Public Schools. Manual: Outline of a Suggested Organization for First Level Spanish. Towson, Maryland: Board of Education. 1971 (Yellow)

Films

OIMS Media Library

1097 The Spanish Speaking World. Black and White, 10 minutes

1099 Corazón de Castilla. Color, 10 minutes

1098 Castillos en España. Color, 10 minutes

1100 Madrid. Color, 10 minutes

1109 La escuela. Color, 11 minutes

1121 La piñata. Color, 11 minutes

1124 De paseo por Xochimilco. Color, 10 minutes

1132 El tortillero. Color, 11 minutes

4104 México y sus contornos. Color, 20 minutes

4105 Castles and Castanets. Color, 29 minutes

4112 Caperucita Roja. Color, 14 minutes

4123 Fray Felipe. Color, 15 minutes

4137 La gallinita roja. Color, 16 minutes

5095 Andrés Segovia -- Guitar -- Intimate Visit. Black and white, 18 minutes

1699 Maestros de la pintura. Color, 9 minutes

Filmstrips With Sound

Let's Journey Through Mexico, Parts I and II. Gessler Publishing Company, Inc. 1968
(2 filmstrips and 2 tapes)

The Hispanic World. Holt, Rinehart and Winston, Inc. 1963
(One set of 18 filmstrips and 4 tapes)

Pathescope-Berlitz Spanish Language Series, Set 1. Pathescope Educational Films. 1960
(One set of 5 filmstrips and 3 tapes)

La pintura clásica española. Gessler Publishing Co., Inc. 1967
(One filmstrip and tape)

La pintura moderna española. Gessler Publishing Co., Inc. 1967
(One filmstrip and tape)

S.V.E. Educational Filmstrips. Society for Visual Education. 1960
(One set of 6 filmstrips and 3 records)

Sound Filmstrips. Eye Gate House, Inc. 1960.
(One set of 7 filmstrips and 8 records)

Spanish for Elementary Schools, Set 1. McGraw Hill Book Co., Inc. 1959
(One set of 6 filmstrips and 3 records)

Phonograph Recordings

Escuchar y cantar. Holt, Rinehart and Winston, Inc. 34552-0385
(13 recordings)
(Raymond N. Jacovetti)

Let's Sing Songs in Spanish. Ottenheimer Publishers. H102
(The Little Singers of Montgomery County)

Mexican Folk Dances. Bowmar Records, Inc. 1566, 1567, 1568
(3 recordings)

Pan American Folk Dances. Spanish Music Center, Inc. SMC 1030

Villancicos populares. Goldsmith Music Shop, Inc., SMC 530
(Antonia Calderón and José Jordá)

Recording Tapes

Songs for Meeting a New Culture Through Language: Spanish. Baltimore County. 1972

Flashcards and Transparencies

Entender y Hablar Flash Cards. Holt, Rinehart and Winston, Inc.
(Series of flash cards divided into 12 vocabulary groups)

Spanish Flash Card Kit. Wible Language Institute (21 categories of flash cards)

Visuals for Foreign Language. Teonifax Corporation
(Color, 30 overhead projectuals with teacher's guide)